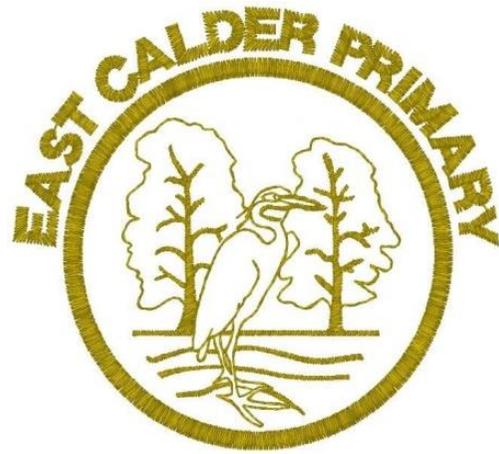


East Calder Primary School and Nursery Class



IMPROVEMENT PLAN

2024-2025



East Calder Primary School and Early Learning Class Improvement Plan - 2024/2025

Factors Influencing the Improvement Plan

School Factors

- Addressing Action Points identified in school's Self Evaluation procedures
- Moving into new building August 2024 and subsequent learning opportunities
- Increased role and change in demographic due to new buildings in local area
- WCHS Cluster Improvement Plan
- Equity Priorities

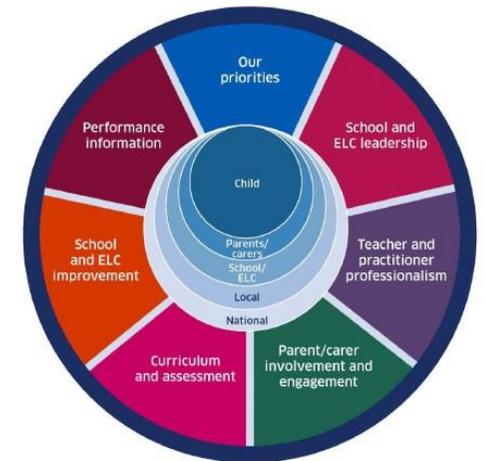
Local Authority Factors

- Moving Forward in Your Learning Guidance - Literacy and Numeracy, West Lothian Priorities, HWB
- 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
- Equity Team and additional allocations
- Pedagogy Team

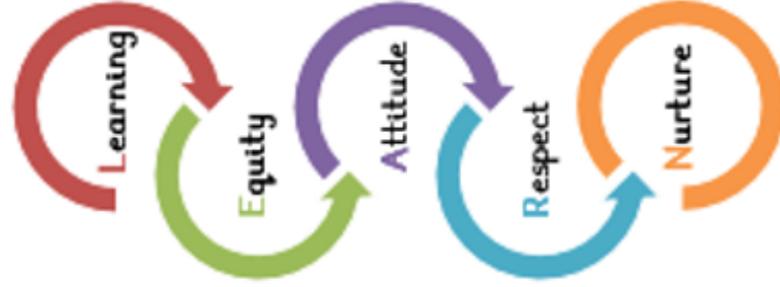
National Factors

- Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools
- Moderation Cycle and Assessment
- National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

- Pupil Equity Funding/Equity Audit
- How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?
- National Standard for ELC - Quality Framework for day care of children
- Getting it Right for Every child (GIRFEC)
- Curriculum for Excellence Refresh
- Realising the Ambition
- Developing Scotland's Young Workforce
- Child Protection Procedures
- GTCS professional standards and professional update 2021
- Achieving excellence and equity 2022: National Improvement Framework and Improvement Plan
- Putting learners at the centre: towards a future vision for Scottish Education, The Ken Muir Report, March 2022
- UNCRC
- Presumption to provide education in a mainstream setting 2019



Our Vision, Values and Aims



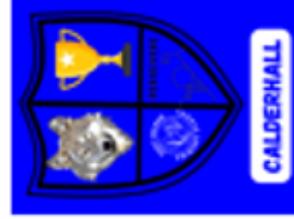
Learning is central to our values. We are all committed to life-long learning and enjoying creative, engaging opportunities to play, co-operate and learn which develop the knowledge, skills and experiences we all need to learn and achieve every day.

Everyone is unique. We consider the whole child and their circumstances when making decisions and value inclusion, fairness and diversity so that together we ensure that everyone has the right support and the same chance to learn and achieve every day.

A positive attitude is crucial. We encourage and develop positive and supportive approaches to challenges and relationships building the aspiration, independence, resilience and confidence we all need to learn and achieve every day.

Mutual respect underpins positive relationships across our lives. We model clear communication, honesty, responsibility and trust and expect the same across all relationships in school, building partnerships which are important to support us all to learn and achieve every day.

Feeling nurtured is a central human need. The wellbeing indicators help us all to work together on building a caring, warm, supportive environment where children's needs are central to our approaches ensuring we all learn and achieve every day.



AIMS

- To foster learning opportunities that recognise and celebrate pupils' individuality, develop their full potential and skills they will need to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
- To provide stimulating and challenging learning opportunities that will engage children and develop their curiosity, creativity, independence and resilience.
- To have a shared vision that equips our children with skills for learning, life and work.
- To nurture and promote positive relationships and develop a sense of belonging within the East Calder Primary School community.
- To cultivate an ethos of high aspirations and ambition for all our learners where attainment, achievement and participation is recognized and celebrated.

READY

RESPECT

SAFE

Learn and Achieve Everyday

East Calder Primary Curriculum Rationale

Vision, Values & Aims

- Assemblies, Houses, Hubs
- Learning Equity Attitude Respect Nurture
- Ready Respect Safe
- Ethos and Life of the school
- Learn and Achieve Everyday

Subject Focus

- Literacy & Languages
- Numeracy & Mathematics
- Health & Wellbeing
- Technologies
- Social Studies
- Sciences
- RME
- Expressive Arts

Culture

- Self Awareness
- HWB of all stakeholders
- Equity
- Partnerships
- Resilience
- Relationships
- Learner Agency
- Courage
- Equity

Agile

- Agile Learning Culture
- Motivated through engagement
- Use of digital technology to enhance
- Remove boundaries
- Investigation
- Shared Ownership

Experiences

- Opportunities for personal achievement - celebrating success
- Practitioner Enquiry
- Opportunities for future
- Metacognition
- Skills based learning
- Play-based
- Outdoor learning
- Creative approaches to pupils leading learning
- Planning

Approaches to Teaching & Learning

- Pedagogical Principles
- Digital technologies
- Tools Task Talk Trust
- Challenge conventions
- Assessment & Moderation

Evolve

- Innovate
- Productive struggle
- Consider new possibilities
- Celebrate mistakes
- Leadership at all levels

Agile

- Investigation
- Shared Ownership
- Use of digital technology to enhance
- Remove boundaries



East Calder Primary School and Early Learning Class Improvement Plan - 2024/2025

Contextual Data Analysis and Rationale for 2024/2025 SIP

a) Background - The context for learners in our school

East Calder Primary School is a non-denominational primary school and early learning class (ELC) situated centrally in the town of East Calder. Our vision and ethos are strong and alongside our school values of: **Learning, Equity, Attitude, Respect** and **Nurture**, underpin everything we do and all decisions made, in school.

Our children are confident, respectful and caring young people and are a credit to our school community.

Over the past five years, East Calder Primary School has been on an improvement journey focused on developing pedagogies and practice to improve learning, teaching, assessment resulting in increased attainment and achievement within literacy and numeracy. Our children deserve the highest quality learning, teaching and assessment and our committed staff team work hard to ensure this continuous improvement. In February 2024, Education Scotland carried out a short model inspection at East Calder Primary and we achieved 2 very good evaluations <https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=2465>

b) Data to identify the universal (SIP) and targeted (PEF) support

Overall, attainment in literacy and numeracy is very good. In session 2023-2024, **almost all** children achieved expected CfE levels of attainment in reading, writing, listening and talking, and numeracy. Across the school, there are a **few** children who are exceeding expected levels of attainment.

Our learners confidently self-report against the wellbeing indicators and, across the school, happily speak with their 'one-trusted adult' about any concerns or issues they are having. School staff are quick to respond to ambers and reds in learners self-reporting and effectively support learners 'back to green'. Our staff have a strong understanding of the context of the school and the barriers to learning faced by children.

As shown by the graphs below, all attainment across all curricular areas, has continued to improve. Ongoing moderation of teacher professional judgement allows us to be confident that our attainment is accurate and continually improving. In February 2024 we were graded as **Very Good** by HMIe for Raising Attainment and Achievement.

Almost all (90%+) of our families have capacity to access pupil's online profiles on SEESAW P1-3 and OneNote via Teams for P4-7 however, only a **few** (up to 15%) access these regularly. This will be a focus for improvement next session - 2.5 family learning has been identified as our additional QI focus.

c) What are our universal priorities? - Identified SIP priorities informed by the above data (detail in SIP plan)

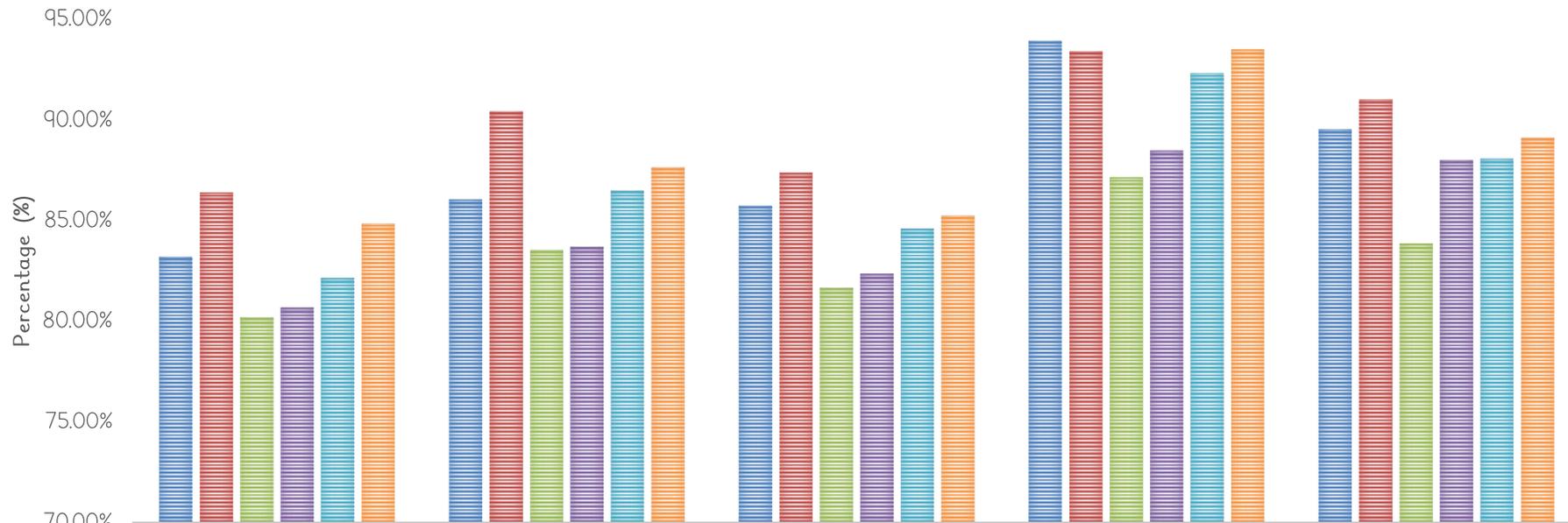
Following our very positive Education Scotland Inspection in February 2024 and the publication of the Summary of Inspection findings in April 2024, we will engage with the recommendations to ensure we continue to provide the highest quality learning experiences for our children. Education Scotland's letter to our parents and carers, identified that we should continue to develop further our approaches to high-quality learning, teaching and assessment. A focus on learning through play and developing approaches to feedback and target setting will support us to continue on our improvement journey.





East Calder Primary School and Early Learning Class Improvement Plan - 2024/2025

ECPS - ATTAINMENT OVER TIME



	Literacy	Reading	Writing	L&T	Numeracy
Jun-19	83.23%	86.08%	85.76%	93.95%	89.56%
Jun-20	86.44%	90.47%	87.41%	93.45%	91.05%
Aug-21	80.23%	83.58%	81.70%	87.19%	83.90%
Jun-22	80.72%	83.75%	82.41%	88.52%	88.06%
Jun-23	82.20%	86.54%	84.65%	92.36%	88.12%
Jun-24	84.90%	87.70%	85.30%	93.55%	89.16%





East Calder Primary School and Early Learning Class Improvement Plan - 2024/2025

East Calder Primary School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Through supported transition all members of our school community will feel supported, empowered and equipped to thrive in the new learning environment.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input type="checkbox"/> Teacher and Practitioner Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Establishing effective routines and fostering understanding and familiarity with the new spaces and resources Ensure new routines and procedures are based on current - it's just the building that is changing. Use of social stories or visuals to support learners. Guided tours and information sessions for pupils, staff and families. Ensure our values and ethos remain evident at all stages of the transition and settling in period. House groups, class, stage discussions around maintaining and upholding our school's values and ethos - what do these look like in our new building? Opportunities early on to get parents/carers in - coffee morning, 'meet the new building'. Incorporate key visual elements that reflect the school's values and ethos throughout the new building - posters, quotes, artwork that embodies our core values. All school staff are visible and a clear presence in and around the school. Integrate existing practices that embody the school's values into the daily routines and activities within the new building e.g. regular assemblies, house groups, fundraisers etc. Review documentation e.g. policies, curriculum rationale, to reflect the new building and opportunities that this presents to us Preserve and celebrate the cultural heritage of our old school and building through creation of a floor book/folder to present, share and remember the End of an Era celebrations and celebrates "East Calder Primary 1935 - 2024 and beyond" 	<p>August 2024</p> <p>August 2024</p> <p>September 2024</p> <p>Ongoing</p> <p>October 2024</p>	<ul style="list-style-type: none"> Pupil confidence surveys April 2024 - October 2024 Staff confidence surveys April 2024 - October 2024 Perception surveys - August 2024 Parent/Community feedback Pupil/Staff feedback Termly climate surveys to measure cultural climate within the new building e.g. sense of belonging, respect for diversity, perceptions of fairness and equity.





East Calder Primary School and Early Learning Class Improvement Plan - 2024/2025

<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>From P1 - P7, all learners will have access to and receive consistently well-planned learning and teaching providing appropriate challenge, differentiation and pace across the Expressive Arts curriculum (cluster)</p> <p>Further develop our Numeracy and Mathematics curriculum by ensuring our approaches to assessment within numeracy and maths are consistent for all learners, leading to robust professional judgement.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • See Expressive Arts Driver Diagram • Development of ECPS Expressive Arts strategy - linked to cluster improvement plan • Continued use of agreed ECPS Pedagogical Principles - focus on the principles of listening and play. • Focused drive on core skills of each of the Expressive Arts areas - link to our Skills Progression - creativity, curiosity and focussing • Teachers ensure learning experiences are planned and delivered at the right level of challenge and complexity to support children to develop expressive arts skills further. • Support pupils develop a clear understanding of standards and expectations at each level across expressive arts • Progress and achievement evidenced in pupils learning profiles twice per sessions. • Collegiate cluster working, involving all practitioners, to develop the delivery of high-quality learning, teaching and assessment. • Opportunities for moderation across WCHS Cluster. • Support from subject specialist practitioners from WCHS. • 2 x cluster CLPL opportunities planned • 1. High quality pedagogical approaches within art, drama and music. 30 minute sessions then a 30-minute planning block. All practitioners will then deliver their plan for next session. • 2. Moderation activity, plans, assessment, photos and pupil voice. Create a cluster approach to expressive arts following this • Development of curriculum assessment for each of the expressive arts areas. Tracker to be developed and trialled. • Release one class teacher with subject specific interest to deliver NCCT. • Introduction of new music schema - Music Express - in line with cluster schools. • See Numeracy and Mathematics Driver Diagram • Teaching staff will use numeracy pedagogical toolkits, alongside West Lothian progression pathways to identify core numeracy and mathematic targets suitable for each stage - supported by Numeracy Steering Group. • Develop clear, measurable and achievable targets aligned with benchmarks and progression pathways, empowering children to understand their progress in learning and identify their key areas for improvement. 	<p>August 2024</p> <p>August 2024</p> <p>October 2023</p> <p>Termly E&E meetings</p> <p>October 2024</p> <p>October 2024</p> <p>August 2024</p> <p>By June 2025</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Increased attainment in overall combined literacy shows improvement av.84% or above across the school based on Teacher Professional Judgement. • Increased confidence and consistency of TPJ from early - second in listening and talking evident in Excellence and Equity Meetings. • Attainment discussions based on evidence of learner's abilities within Listening and Talking • Class Learning, Teaching and Assessment SWAYS to focus on listening and talking for session 2024-2025. • Increased attainment in numeracy - attainment tracking shows improvement av. 90% or above across the school based on Teacher Professional Judgement. • Development of clear, measurable and achievable targets
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East Calder Primary School and Early Learning Class Improvement Plan - 2024/2025

<p>(Placing the human rights and needs of every child and young person at the centre of education)</p>		<ul style="list-style-type: none"> • Numeracy Champions to work across cluster to develop snapshot assessments for early - third level across the numeracy and mathematics curriculum - working across WCHS and Winchburgh Clusters. • Encourage and support children to reflect on their strengths and next steps in numeracy and mathematics and support them to set personalised targets based on the core targets, their personal learning preferences and goals. • Cross level moderation activities will focus on appropriateness and accuracy of newly developed core targets. • Develop and trial a range of feedback approaches which link directly to targets and success criteria. • CQI to be introduced across all classes to further enhance staffs firm understanding of children's progress and maintain consistently high levels of attainment. • As part of our Connected Quality Improvement (CQI) approaches opportunities for additional assessments of children's learning by Senior Leaders to ensure accuracy in TPJ is included in QI activities. 	<p>January 2025</p> <p>From January 2025</p> <p>Termly E&E meetings</p>	<p>aligned with benchmarks and progression pathways - Quality Assured by teaching staff. Opportunities for this to be expanded across the WCHS cluster.</p>
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East Calder Primary School and Early Learning Class Improvement Plan - 2024/2025

<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Through a planned programme of targeted and tracked interventions, we will achieve increased equity for Quintile 2 and 3 learners not achieving expected levels in literacy and/or numeracy.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input type="checkbox"/> School and ELC Leadership <input type="checkbox"/> Teacher and Practitioner Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • See <i>PEF Plan</i> • See <i>Numeracy and Mathematics Driver Diagram</i> • See <i>Literacy and English Driver Diagram</i> • All learners will receive engaging activities which are well matched to their needs and will experience high quality support and interventions for their learning in literacy and numeracy, as required by the individual. • Ensure learners experience appropriate, high quality, rich tasks and learning activities based on accurate assessment evidence. • Opportunities for individuals to participate in targeted support interventions e.g. Numicon. • Track, edit, adapt, change and measure the impact of interventions for individual learners. • Allocation of resources to support targeted learners. • Ongoing opportunities for PSWs to engage in high quality career-long progression learning to support targeted interventions for named pupils. • Senior Leaders to hold a strategic overview of universal and targeted interventions. A consistent 'adopt, adapt, abandon and accelerate' approach used to consider which interventions are most effective in closing gaps in children's learning. <p>All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</p> <p>Please follow this link https://sway.cloud.microsoft/caLuTcB3aSlce6lt?ref=Link to view our PEF Summary and find out more about our use of Pupil Equity Funding.</p>	<p>Ongoing</p> <p>Timescales outlined within PEF plan</p>	<ul style="list-style-type: none"> • Improve targeted Quintile 2 achievement of a level by 2% in numeracy from P2-7. • Improve targeted Quintile 2 achievement of a level by 2% in combined literacy from P2-7. • Regular evaluation and review recorded in PEF plan - ongoing throughout the school session • PEF OneNote updated regularly by all teaching staff • Further measures outlined within PEF Plan
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East Calder Primary School and Early Learning Class Improvement Plan - 2024/2025

<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people: (Dev Post Lead)</p> <p>Provide increased opportunities to support all children reach their full potential by gaining skills and new talents, leading to independence, confidence and heightened self-esteem whilst readying them for life.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • Continue to develop our tracking of achievement progress and include learners' skills development across the curriculum. • Update hubs and houses approaches to focus on skills development for all learners to have equitable access and opportunity to work on RRS, ECO, Reading Schools, Digital Schools, STEM leader award. • Rebrand Hubs with Skills focus linking to Career Management Skills and Career Education Standard (3-18). • Continue implementation of our targeted skills progression from P1-P7. • Providing opportunities for community/parent/grandparents to support our new skills based hubs. • From P1-3, continue development of learning through play experiences which provide children with an appropriate and clear balance of adult and child led learning linked to skills and curriculum targets. • From P4-7 pupils will become increasingly familiar with the PPDAC model (Problem, Plan, Data, Analysis and Conclusion) and begin to use this in other curricular areas to enhance problem solving linking to skills development. • Pupils will continue to be supported to ask and answer real-world questions from large and small data sets through an inquiry process based on core practical and creative skills. • Further develop our parental interaction and engagement with our pupil learning profiles, showcasing attainment and achievement of learners of ECPS with a focus on skills developments. • See <i>Skills Driver Diagram</i>. 	<p>From August 2024 From September 2024</p> <p>October 2024</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Learner profiles support almost all learners to talk with confidence about their progress and achievements. • Pupils have increased examples to be able to discuss and evidence their skills development. • Pupil engagement surveys for all learners participating - Leuven Scale - at start, middle and end of session. • Views and perception engagement scales • Pupil participation surveys.
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