

# ST NICHOLAS RC PRIMARY SCHOOL



## SCHOOL IMPROVEMENT PLAN

2024 / 2025

## Factors Influencing the Improvement Plan

### School Factors

#### **Addressing Action Points identified in school's Self Evaluation procedures and recent HMIe (March 2024)**

2.2 Continue to develop play approaches across early and first levels to ensure progression and continuity in children's learning.

2.3 Further develop and increase staff confidence in pedagogical approaches in Literacy and Numeracy to support high quality experiences and outcomes for all children in line with CfE and WL Progression Pathways.

3.2 Continue to develop approaches across the school and nursery to make us of all information from children's achievements linking to skills for learning, life and work.

#### **Cluster Improvement Priorities**

- Moderation of Numeracy/Building Thinking Classrooms
- Developing In Faith – Pilgrims of Hope/Promoting Gospel Values

#### **Equity Priorities**

- Highlighted in PEF Plan (Session 24/25) – Leading Equitable Schools Programme

### 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 Team1

### National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school

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? 4<sup>th</sup> 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

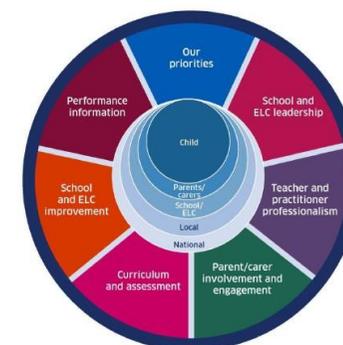
GTCS professional standards and professional update 2021

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. Support for Learning: All our Children and All their Potential (ASL Review) 2020



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## Vision, Values and Aims

Our Vision	Our Values	Our Aims
<p>At St Nicholas RC Primary School we work together with our families, Parish and community to nurture and inspire all in their <b>journey of faith</b>, instilling strong <b>Gospel values</b>.</p> <p>We strive to create a <b>welcoming community</b> where every child is valued, supported and challenged to develop holistically to become successful <b>lifelong learners</b>.</p> <p>We have <b>high expectations</b> of all, enabling an ethos of <b>believing and achieving</b>. #believingandachieving</p>	<p style="text-align: center;"><b>St Nicholas RC Values</b></p>	<p>To build the capacity for <b>Successful Learners</b> by fostering an ethos of ambition for all learners in an inclusive, safe and nurturing environment.</p> <p>To build the capacity for <b>Confident Individuals</b> by developing self-awareness and resilience in every child and promoting confidence, independence and creativity in our learners where individual uniqueness is celebrated.</p> <p>To build the capacity for <b>Responsible Citizens</b> by creating and nurturing effective partnerships across families, Parish and wider community.</p> <p>To build the capacity for <b>Effective Contributors</b> by embedding opportunities to empower our learners through decision making and opportunities to make change, and by designing a relevant curriculum with skills for life to meet the needs of all.</p>

### Curriculum Rationale

Our curriculum places learners at the heart of education. At its centre are four fundamental capacities - these capacities reflect and recognise the lifelong nature of education and learning and are our school aims to:

- recognise the need for our children themselves as individuals and to develop their relationships with others, in families and in communities;
- recognise the knowledge, skills and attributes that our children need to acquire to thrive in our interconnected, digital and rapidly changing world, and enable our children to be democratic citizens and active shapers of that world.

As part of our learners' journey, our children are entitled to experience a coherent curriculum, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. *The St Nicholas curriculum is defined as the totality of all that is planned for our children, through school and beyond. That totality can be planned for and experienced by learners across four contexts.* Teachers and support staff work closely with the children, listening to their views and identifying what is most likely to motivate them and help them to engage with their learning. Our school values of friendship, fairness, respect, kindness, honesty and trust will guide this process and we will work closely with families and our partner agencies to build relationships and resilience across our school community.



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# Learning across the four contexts at St Nicholas Primary School

## Opportunities for personal achievement

- Inside/ Out Achievements
- Recognition Boards in all Classrooms
- Pope Francis Faith Award
- House Captains /House Awards/ Prefects and Buddy Programme
- Learner Participation Groups
- Junior Leadership Team
- St Nicholas School Choir P4 – p7
- Extra Curricular events and competitions
- Minnie Vinnies established for P4 – P7
- Weekly class Star Writer Awards
- Curriculum Cafes and Profiling/Snapshots of
- 'Passport of Learning Experiences/Skills' for all learners
- Pupil of the Week



**The Curriculum**  
 'the totality of all that is planned for children and young people throughout their education'

## Interdisciplinary Learning

- Themed weeks and days throughout the year
- Outdoor learning
- Builds for Skills
- Home learning experiences
- Play Pedagogy and STEAM
- Food Technology
- Learning for sustainability and global goals
- Agile Learning Culture
- Digital Technologies across the curriculum



- Positive Relationship Policy and Restorative practices approach
- One Trusted Adult Approach across the school
- Weekly Assemblies – Success and Achievements celebrated
- After School Programme
- Family Learning opportunities and Curricular Cafes
- Pupil voice opportunities and House Points
- Fundraising and Charity events
- Wholes school performances
- Class assemblies with parents
- Catholics Education Week events with parish
- Rights Respecting Schools
- Schools Masses and spiritual development opportunities



- Reflective Reading approaches
- Creative Writing and free writing
- Teaching Children To Listen
- Word Boost Across the school
- Zones of Regulations/ Emotion Works
- CPA Approaches/Number Talks
- Digital Schools Accreditation
- L2 – Spanish P1 – 7
- L3 – French P5 – 7
- 2 hours of PE per week
- Targeted interventions
- Nurture Approaches/Social skills groups
- This Is Our Faith/God's Loving Plan



## This and life of the school as a community

## Curriculum areas and subjects



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## Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

### Background

St Nicholas RC primary school serves the communities of Broxburn, Uphall, Dechmont and Uphall Station. As a Roman Catholic school, our vision and ethos are based on strong Gospel values. We are fully supported in our mission statement by our local parish of SS John Cantius and Nicholas RC Church, Broxburn. Our school provides a welcoming, happy, secure and inspiring learning environment. Our curriculum is underpinned by our core values of friendship, fairness, trust, respect, kindness and honesty. We are continuing to develop strong partnership links exist with our new cluster high school, Sinclair Academy, and its feeder primary schools, as well as our geographic cluster of Broxburn Academy and its local primary schools.

Our children are confident, respectful and caring young people, who are a credit to our school and the community. We value our excellent partnership working with all our stakeholders. The school roll is currently **393 children across 15 classes** and the **ELC has 86 children** giving us a total of **479**. This session our nursery provision has capacity for morning and afternoon places and we offer full day placements as a flexible option for parents. Our ELC has now increased the number of hours for each child to 1140 hours over a 50 week model. Our school continues to attract a large P1 cohort with a consistently high demand for places – in August 2024 we will welcome **46** new P1 children to our school. We have 24.97% of our pupils on the school roll have English as an Additional Language and 39.90% of our pupils have an Additional Support Need.

The school is led by the head teacher, depute head teacher and a principal teacher. Our specialist staff this session includes PE and Music specialists and two instrumental tutors (Pipes and Brass). We are supported by partner agencies including WLC Education Psychology Services, Hearing and Visually Impaired service and Speech and Language Therapy. Together we meet the needs of all pupils.

### Data

Overall, attainment in literacy and numeracy is very good. Most learners at early level have achieved expected levels in Literacy and almost all in Numeracy. Most learners at first level have achieved national expectations in literacy and numeracy and almost all learners have achieved expected levels at second level kin both Literacy and Numeracy. Across all stages, there are a few children exceeding national expectations. Where gaps are identified, these will be addressed through interventions outlined in the 2024/2025 improvement plan/PEF plan.

### Attainment Data - % Learners On Track end of 2023/24

Stage	Reading	Writing	Talking and Listening	Literacy	Numeracy	Mathematics
P1	91%	91%	95%	89%	96%	96%
P2	93%	93%	98%	93%	97%	98%
P3	90%	84%	98%	84%	90%	90%
P4	95%	87%	100%	87%	89%	94%
P5	89%	85%	96%	85%	92%	92%
P6	87%	85%	96%	84%	82%	87%
P7	94%	94%	97%	92%	87%	87%

In P1 most learners have achieved expected levels in Literacy and almost all in Numeracy

In P2 almost all learners are on track in their learning in Literacy and Numeracy

In P3 most learners are on track in their learning in Literacy and almost all in Numeracy

In P4 most learners have achieved expected levels in Literacy and Numeracy

In P5 most learners are on track in their learning in Literacy and almost all in Numeracy

In P6 most learners are on track in their learning in Literacy and Numeracy

In P7 almost all learners have achieved expected levels in Literacy and most in Numeracy



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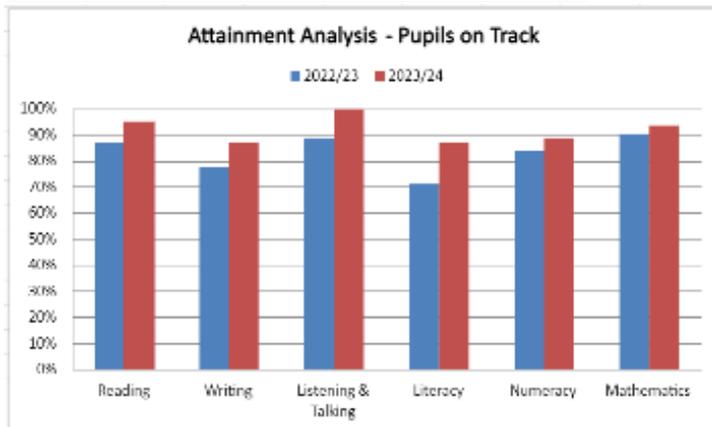
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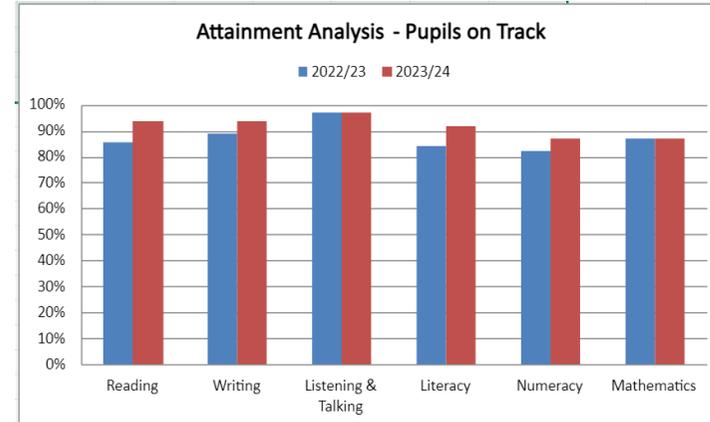
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In addition, almost all learners are making improvements in attainment in Literacy and Numeracy year on year, as evidenced in the end of level graphs below. The data from these graphs shows a consistent and steady level of growth, year on year. Furthermore, teacher judgement on pupil progress is sound – the results above bear a strong correlation to pupil results in SNSA assessments.

### End of First Level - P4 Cohort Year on Year



### End of Second Level - P7 Cohort Year on Year



### Early Years Trackers: -

ELC Trackers show high levels of progress throughout the year in literacy, numeracy and health and wellbeing for all N4 and N5 children. In the 2023-24 session, in literacy, we have had a focus on the skill of recalling and retelling a story that they have heard in the correct sequence. A focus on traditional tales and the creation of focused and meaningful play activities have helped to enhance our children’s learning in this area. At the end of our children’s N4 year, 9.09% of children tracked as green in this area and by the end of their pre-school year, 77.27% of children are tracking as green.

With regards to numeracy, we have had a focus on the language or time, 2D and 3D shape and the skill of subitizing. Our recent trackers show a positive shift in all data with regards to these concepts.

Most pre-school children have achieved green or \* in all tracked areas of health and wellbeing.

### Wellbeing:-

Our self-reporting data, from both children and parents, confirms that our children feel safe and nurtured within our school. The ethos survey results show that almost all children (98%) and parents (99%) feel that they/their child is safe in school and are treated fairly and with respect – both results are above the West Lothian School Average.



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This coincides with our children’s wellbeing check-in data where 91.37% children have reported green for ‘nurtured’ and 90.86% of children have reported green for ‘safe’. All of our children regularly update their Trusted Adult information and confidently use our school QR code to request a conversation when required.

Parent/Carer Statement	School(s)	West Lothian
☐ My child is safe at school.	▲ 99.18%	96.25%
☐ My child is treated fairly at school.	▲ 99.18%	94.29%

Pupil Statement	School(s)	West Lothian
☐ I feel safe when I am at school.	▲ 97.53%	94.62%
☐ I have a trusted adult in school I can speak to if I am upset or worried about something.	▲ 99.38%	93.42%
☐ Staff treat me fairly and with respect.	▲ 96.30%	93.46%

Safe		
R	A	G
0.00%	3.64%	92.73%
0.00%	7.02%	92.98%
0.00%	14.00%	86.00%
0.00%	3.23%	96.77%
1.89%	9.43%	88.68%
0.00%	10.91%	89.09%
0.00%	11.29%	88.71%
<b>0.25%</b>	<b>8.38%</b>	<b>90.86%</b>

Nurtured		
R	A	G
0.00%	0.00%	96.36%
0.00%	1.75%	98.25%
0.00%	8.00%	92.00%
1.61%	8.06%	90.32%
0.00%	7.55%	92.45%
0.00%	16.36%	83.64%
0.00%	12.90%	87.10%
<b>0.25%</b>	<b>7.87%</b>	<b>91.37%</b>

## Engagement:

Our children have chosen a priority group within a whole school learner participation structure. Pupil voice is at the heart of change within this structure. Each group has a member of the Junior Leadership Team who then feed into our Senior Leadership Team to ensure continuous school improvement.

### a) What are our universal priorities?

- To show improvements in wellbeing for all, with children reporting on their wellbeing positively and having a greater understanding and knowledge of their rights.
- To raise attainment for all, particularly in literacy and numeracy with increased consistency across all stages

### b) What are our targeted priorities?

- To close the gap between the most and the least advantaged children, through use of timely and targeted interventions across literacy, numeracy and health and well-being.
- Currently, we have 15 children who receive free school meal entitlement, with a further 30 children identified as experiencing hidden poverty, we aim to build on the success of our increased attendance at breakfast club by targeting increase in attendance for children within Quintile 1 and in receipt of free school meals.
- In session 24/25 we aim to raise attainment in literacy and numeracy for all children, with a specific focus of bespoke support in Primary 7 where 25% of learners have an additional support need.
- We will look closely at the role of children’s voice in our processes as part of a pilot group using the Lundy Model of Child Participation to enhance our approaches to allocating our participatory budget.
- This will be achieved by interventions as outlined in our PEF plan.



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St Nicholas RC 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
<b>Improvement in all children and young people's wellbeing:</b>	<input 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"> <li>Engage with community partners to raise awareness of Children's Rights.</li> <li>Develop a robust and meaningful health and wellbeing curriculum across all stages.</li> <li>Develop in Faith through; Promoting Gospel values and Pilgrims of Hope</li> <li>Develop a progressive residential and outdoor learning programme across second level.</li> <li>Engage with community families and partners to raise awareness of digital wellbeing and cyber resilience.</li> <li>Develop the Early Level outdoor space, creating a growing space for food and plants.</li> <li>Develop inter-generational links by building on current community partnerships.</li> </ul>	Throughout session 24/25	<ul style="list-style-type: none"> <li>Pre/post questionnaire shows that all community partners are more confident and better equipped to promote children's rights in their settings.</li> <li>A clear and concise programme of work is planned, ensuring consistency and progression within health and wellbeing.</li> <li>Pre/post questionnaires show an increased awareness of digital wellbeing and cyber resilience.</li> <li>Environment audits show engaging and rich learning spaces in the outdoor garden.</li> </ul>
<b>Raising attainment for all, particularly in literacy and numeracy:</b>  Ensure pupils receive consistently high quality learning experiences by engaging practitioners in supported professional learning and pedagogical development with a focus on Talking & Listening and Numeracy.	<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"> <li>Develop a <b>common pedagogy approach</b> using <b>building thinking skills</b> in numeracy across our cluster.</li> <li>All teachers initial focus of 3 elements non- permanent vertical surfaces, rich task development and randomised groupings</li> <li>Develop a calendar of Mathematics and Numeracy Events across the school session.</li> <li>Cluster moderation in Numeracy led by cluster BTC leads</li> <li>Revise approaches to the teaching of Talking and Listening skills with a focus on WL genre targets.</li> <li>Moderation in reading calendar to develop staff's confidence in teacher professional judgement.</li> <li>Develop a progressive programme to teach cursive writing</li> <li>Increase practitioner confidence in T, L and A approaches in reading through engagement of revised Reading roadmap.</li> <li>Develop the use of music to enhance literacy and numeracy skills.</li> <li>Continue the use of word aware to develop language acquisition.</li> </ul>	June 2025	<ul style="list-style-type: none"> <li>Teacher readiness survey – INSET September '24</li> <li>Pupil survey – To measure enjoyment, engagement &amp; thinking in Numeracy &amp; Maths lessons – Aug 2024 baseline &amp; May 2025 post analysis to determine next steps.</li> <li>Class visits and focus group evidence indicates increases in overall learner engagement levels across the school.</li> <li>Teacher pre/post survey to measure confidence in moderation in Numeracy.</li> <li>Teacher pre/post survey to measure confidence in approaches to teaching Talking and Listening</li> <li>Pre/post survey measuring confidence in teaching. Learning and assessment of reading</li> <li>An increased percentage of green tracker statements for literacy and numeracy.</li> </ul>
<b>Tackling the attainment gap between the most and least advantaged children (targeted):</b> To achieve equity for all learners through a strategy of universal and targeted supports.	<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	<i>'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.'</i>		Documented in PEF Plan



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	<input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<i>Please follow this link <a href="#">PEF SUMMARY</a> to view our PEF Summary and find out more about our use of Pupil Equity Funding.</i>		
<b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b>  Increase the achievements and skill development of all learners, within and beyond the classroom.	<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"> <li>• Increase teacher confidence in relating learning to the Sustainable Development Goals, to raise pupil awareness</li> <li>• Implement concept-based approach and a refreshed curriculum offer from Early-Second level to increase learner agency and children's voice</li> <li>• Further develop children's understanding of the Meta-Skills across learning and wider achievements, through refreshed Meta Skills Passports and implementation of Meta Skills Framework</li> <li>• Develop children's understanding of Meta Skills in the workplace through a careers/skills day</li> <li>• Continue to develop play-based approaches across early and first level through developing of a play strategy/framework and woodwork progression, linked to Meta Skills</li> <li>• Introduce meta-skills within the ELC.</li> </ul>	June 2025	<ul style="list-style-type: none"> <li>• <i>Teacher confidence survey pre/post questionnaire around SDGs</i></li> <li>• <i>Pupil focus groups/learning conversations centred around learner agency and meta-skills development</i></li> <li>• <i>Refreshed curriculum bundling available for staff to implement across the 24/25 session</i></li> <li>• <i>Wider Achievements tracked through use of online form and participation tracker</i></li> <li>• <i>Careers Day feedback indicates children's understanding of meta skills has improved.</i></li> <li>• <i>Play strategy developed and clear woodwork progression of skills programme in place.</i></li> </ul>



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