



ST NICHOLAS PRIMARY SCHOOL IMPROVEMENT PLAN

2019 / 2020

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
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





Our Aims

Leadership and Management

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.
 - We will continue to strengthen our existing relationships, and explore new partnerships to build our curriculum and empower our learners.

Learning Provision

- To create a safe and enjoyable learning environment where children and staff can thrive and succeed, and each individual’s uniqueness is celebrated.
 - This year, our learners will continue with play-based learning and we will further develop digital literacy across all stages.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable
 - Outcomes for all learners will be positive as we continue to develop skills for learning life and work.

Successes and Achievements

- To ensure the best possible outcomes for all our learners
 - This year we are focusing on raising attainment in literacy numeracy and health and wellbeing through increased pupil engagement and participation.

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

a) 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, kindness, trust, honesty and respect. Strong partnership links exist with our cluster high school, St Margaret's 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 398 across 14 classes. Our nursery classes have capacity for 50/50 morning and afternoon and full day sessions. In session 2019/20 our nursery moves towards a 52 week a year model for children. Our school continues to attract large P1 cohort with a consistently high demand for places.

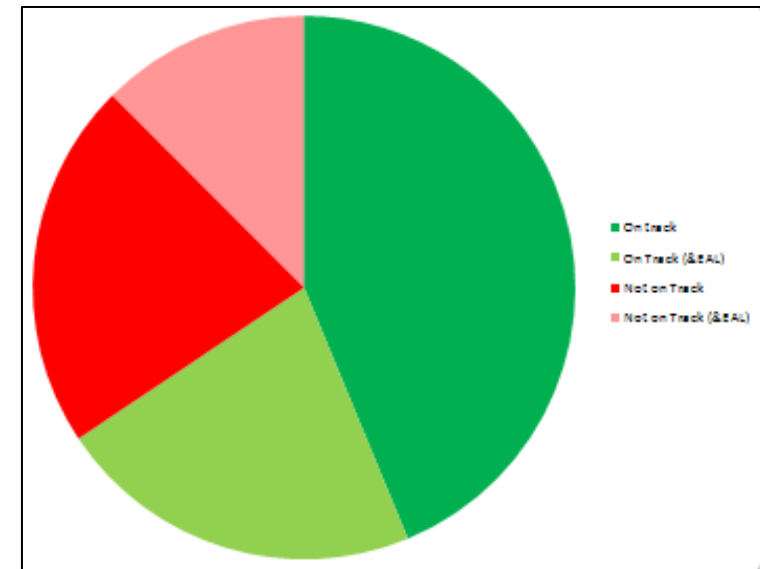
The school is led by the head teacher, depute head teacher and one principal teacher. Our specialist staff this session includes a PE specialist and two instrumental tutors. We are supported by partner agencies including WLC Education Psychology Services, Hearing and Visually Impaired service and Speech and Language Therapy. Working in effective partnership, together we meet the needs of all learners.

b) Data

St Nicholas Attainment Data 2018-2019

Achievement of Level	Reading	Writing	Talking & Listening	Numeracy	Mathematics
Early Level	95.83%	95.83%	95.83%	87.50%	91.67%
First Level	90.00%	84.00%	94.00%	86.00%	90.00%
Second Level	87.72%	85.96%	96.49%	80.70%	82.46%

St Nicholas PEF Data (32 children)



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

- Our universal priorities are further strengthening our use of GIRFEC through creative and imaginative ways of children self-reporting on wellbeing indicators.
- We have maintained and improved very high standards of attainment in all areas of the curriculum and across all stages.
- Our areas of focus for this year will continue to develop literacy, numeracy and health and wellbeing.
- We will continue to identify and provide targeted interventions for children who are not on track.
- Our 'gap' children with PEF funding will continue to receive interventions for literacy, numeracy, health and wellbeing and EAL support. Our 'gap' continues to be our large cohort of EAL children, predominantly from Eastern Europe.
- There will be specific focus on P6 writing.
- All our gaps in learning will be targeted through effective planning for these learners, support for families individually and through our family learning programmes, and through targeted and measured interventions.
- We have a smaller number of Quintile 1 children, and these children tend to perform well with the following on track across each stage: at P1 and P2 - 100%; P3 and P4 – 50%; P5 and P7 – 100%; P6 has no quintile 1 children
- There is a relatively even spread across all quintiles of children who are not on track but in terms of SIMD, our gap at St Nicholas tends to occur across Quintiles 2 and 3.
- Across all areas, we have a significant number of children who are attaining above the nationally expected levels.

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

This year, we propose to build on existing gains we have made in digital learning, creativity and health and wellbeing. Literacy and numeracy remain at the core of the curriculum and we intend to achieve higher still levels of attainment through focusing on pupil engagement and skilled staff use of assessment strategies, training our learners to be assessment literate.

St Nicholas Primary 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>
Raising attainment for all, particularly in literacy and numeracy: ➤ To improve school's ability to demonstrate learners' participation, improving pupils' engagement and leadership in learning (QI 2.3, 3.2)	<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	➤ Creative use of staff and resource to promote: skills; attributes and curiosity across the four capacities ➤ Leadership skills of all staff reviewed and agreed through PRD ➤ All Staff engage in professional enquiry to drive key improvements ➤ All pupils engage with HGIOURS 2 to participate and engage in leading learning ➤ Pedagogy of teaching to remain the focus for improvement ➤ Review assessment in literacy and numeracy in school/cluster/RIC ➤ Review our school learning and teaching policy to reflect our school context		<ul style="list-style-type: none"> Evidence of all learners' participation in the four arenas tracked Almost all learners (80%) have high levels of engagement HGIOURS evidence and data shows significant increase in learner participation Pupil profiles show increased ownership of learning and targets
Raising attainment for all in literacy ➤ To maintain and improve our attainment in literacy (QI 2.3, 3.2)		➤ Implement and agree St Nicholas literacy strategy ➤ Professional enquiry to improve pedagogy in literacy ➤ Progressive and consistent skills development and interventions in reading and writing across all stages and levels ➤ Explore creative and innovative real- life / IDL contexts for promoting literacy across the curriculum for a variety of purpose ➤ Assessment purpose and practice in literacy improved through staff CLPL ➤ Teacher judgement strengthened through peer/cluster/RIC partnership and moderation using benchmarks and analysis of data		<ul style="list-style-type: none"> Learning visits and walks Writing moderation validates standards across school and cluster / RIC SNSA analysis tracking and monitoring and success of targeted interventions Evidence of cross curricular topics and opportunities/events in applying skills in reading/writing/ T&L Pupils can speak confidently in learner conversations about progress in literacy Classroom displays/ jotters etc showcase the quality of writing and assessment / feedback practices Parents feedback and engagement (curriculum cafes parent evenings)
Raising attainment for all, particularly in numeracy ➤ To maintain and improve our attainment in numeracy (QI 2.3, 3.2)		➤ Further develop and implement St Nicholas numeracy strategy ➤ Professional enquiry to improve pedagogy in numeracy ➤ Pupil participation in planning and peer assessing across numeracy a primary focus (HGIOURS 2) ➤ Skilled teaching in Number Talks CPA and SEAL strategies in all classes with supported CLPL and SLT support ➤ All staff skilled in planning low threshold high ceiling tasks for differentiation pace and challenge ➤ Assessment purpose and practice in numeracy a key focus through summative, formative and holistic assessment ➤ Opportunities for applying numeracy and maths skills and attributes across learning demonstrating skills for learning life and work		<ul style="list-style-type: none"> Number walls on-going evidence of progress SNSA analysis tracking and monitoring and success of targeted interventions Evidence of Cluster numeracy review Learning conversation evidence Professional dialogue feedback/ challenge Attainment meeting dialogue and recording
Closing the attainment gap between the most and least advantaged children: ➤ Promote a culture of inclusion and equity through quality partnership and community initiatives which provide equity for pupils (QI 3.1)	<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	➤ DHT will continue to lead support for learning across the school ➤ Targeted universal and individual interventions in literacy, numeracy and HWB for all pupils, focussing identified gaps in learning ➤ PEF funding will enhance support in numeracy (0.4 FTE) to continue the positive impact in assessment, core skills and improving attainment measures from last session ➤ EAL pupil and family initiatives will be supported by an EAL teacher		<ul style="list-style-type: none"> Improved attainment for all Pupil participation improves Improvements in attainment and achievement tracked for all 'gap' children Confidence to learn surveys HGIOURS surveys and data

<ul style="list-style-type: none"> ➤ Further develop quality opportunities for family engagement and family learning programmes to promote engagement in learning (QI 2.4, 2.5) 		<ul style="list-style-type: none"> (0.1) and PSW (0.2 FTE) focusing on developing literacy ➤ Early intervention strategies for nursery and P1 pupils will be a focus for speech and language development ➤ Family learning programs across the school (but with a focus on early years) will continue to impact positively to ensure equity for all ➤ Nurture groups will focus on children displaying ACEs and ensure they are supported to be ready to learn (0.1 FTE) ➤ Partnership working and in-school initiatives to develop confidence, resilience and teamwork 	<ul style="list-style-type: none"> • One Trusted Adult data analysed • Pupil self-reporting trackers and data and analysis (digital graphs as evidence) • Parental feedback and questionnaires • Absence data and incident data improved
<p>Improvement in all children and young people’s wellbeing:</p> <ul style="list-style-type: none"> ➤ Continue last sessions focus on emotional health and wellbeing in a safe and nurtured environment to promote learning ➤ Embed existing excellent practice in identifying learners self-reporting of wellbeing indicators and targeted interventions. (QI 2.4, 3.1) 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> ➤ Continue last sessions focus on emotional health and wellbeing embedding GIRFEC, IEPS and WLC relationships policies ➤ Continue to work as a staff team on PIVOTAL training and development opportunities ➤ Continue to develop and strengthen our One Trusted Adult Approach for all learners to build resilience ➤ Continue to support children in developing knowledge and understanding of the meaning of each of the SHINARRI wellbeing indicators to promote understanding for accurate self-reporting ➤ Transitions of pupils from year to year supported to ensure wellbeing support continues even if teacher changes ➤ Develop our Seasons for Growth program benefitting more children who have suffered loss or bereavement ➤ Pupil choice in leading school and personal health and wellbeing journey based on need and current position and self-reporting ➤ Resilience development training further embedded through new resource Confidence to Learn ➤ Parental training in all the above to ensure partnership working to support the child. ➤ Supporting pupils to build resilience through The Resilience Pack ➤ Introduce Rainbow Relaxation techniques to P7 pupils, Health Leaders to share practice across the school ➤ Introduce Rainbow Relaxation 15 week session to targeted pupils ➤ Introduce mindfulness practices across the school ➤ Develop St Nicholas Relationships Policy ➤ Develop Pupil Parliament 	<ul style="list-style-type: none"> • Increase in the number of pupils reporting wellbeing indicators as ‘green’ up to 80% • Children’s confidence and capabilities in self-reporting their HWB against the indicators increases by 25% • Relationships between children and adults in school is further strengthened • End of session audits continue to demonstrate clear improvement and impact on pupil’s emotional and health wellbeing • Pupil feedback demonstrates the success of our programmes for pupils • Pupil leadership and participation increases significantly
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> ➤ Develop leadership skills and capabilities in all learners by re-focussing on the 4 capacities and opportunities for pupil participation in learning to apply these skills and attributes in real life contexts for learning life and work (QI. 3.3) ➤ Continue to review and develop a rich curriculum rationale, incorporating all aspects of diversity, and linking learning more clearly to skills for learning, life and work. (QI. 3.3) 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> ➤ CLPL and professional reading groups focus on BtC4 and DYWF to improve staff knowledge training and creative thinking ➤ Fully implement our DYWF strategy permeating through all themes and all learning opportunities ➤ Promote a whole school focus on learner participation and application of skills in creative and innovative curricular contexts for all learners across the four arenas for participation. ➤ Sustain our excellent progress in digital learning across all contexts for learning to embed and maintain our Digital Schools Award ➤ Pupil leadership developed at all levels through Junior Leadership groups, Digital Leaders, Walking Ambassadors, JRSO leaders and many other opportunities to lead learning. 	<ul style="list-style-type: none"> • Digital proficiency and evidence of skills application at all levels • Evidence of progression across learning in digital skills and application • Digital leaders from P5 – P7 • Digitally confident teachers and pupils • Evidence, floor books and feedback of RICH meaningful contexts for learning across 4 arenas • Creativity and innovation evident and celebrated at every stage

		<ul style="list-style-type: none">➤ Existing partnership working to be strengthened and further developed with new opportunities for real life contexts for learning a focus at all stages➤ Review forest schools, outdoor learning, Rights Respecting Schools Eco and Sustainability education, digital learning, expressive arts, STEM as RICH contexts for pupil participation focusing on learning experiences and opportunities for pupils leading learning, participation and choice incorporating the 7 principles of curriculum design.	<ul style="list-style-type: none">• Improved leadership of learning through profiling, learning conversations and curriculum cafes• Evidence of confident happy and engaged learners• Parent and partner feedback surveys
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