



Whitdale 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 School Values, Vision and Aims:

Our Vision at Whitdale Primary School & Early Years Centre is to create a safe and happy community and a curriculum which **inspires, engages, challenges** and enables learning that lasts a lifetime. We believe that everyone has the capacity to realise their full potential and to **flourish**.

Our Aims

Leadership and Management

- *To ensure a safe and caring learning environment where all pupils feel valued and supported*
- *To improve the quality of learning experiences for learners through a programme of continued personal, professional development of all staff*
- *To enable learners to experience improved pupil self-esteem, moral development and social relationships, enabling them to develop as global citizens*

Learning Provision

- *To provide learning experiences that promote challenge and enjoyment; personalisation and choice through a broad, balanced curriculum that provides the highest standard of learning opportunities and experiences*
- *To ensure all learners are encouraged to reach their full potential through the promotion and recognition of achievement and attainment*

Successes and Achievements

- *To continue to recognise and build upon the children's wider achievements*
- *To involve the pupils, staff, parents and the wider community in the work of the school*



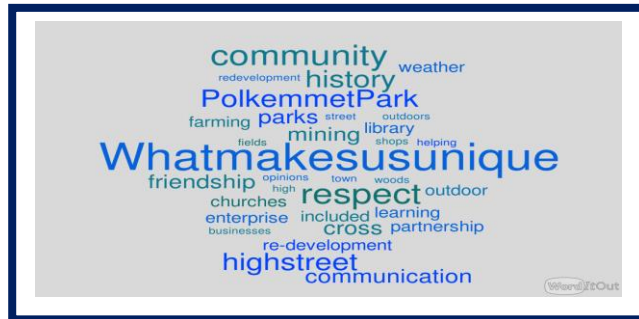
Curriculum Rationale and Design

Inspire Engage Challenge Flourish

Updated April 2017

Key Purposes of our Curriculum

- Using literacy and numeracy skills
- Achieving success
- Learning independently and as part of a group
- Using technology for learning
- Learning to be Healthy and Active
- Being creative
- Being able to solve problems
- Making good choices and changes
- Developing own beliefs and view of the world
- Learning about different cultures and beliefs



The Curriculum What we want for our learners?

- Quality learning experiences that link to community and real life
- Skills for learning, life and work - learning about careers
- Outdoor learning - not learning outdoors
- Health and wellbeing - resilience, mental wellbeing
- Positive relationships
- Enjoyment and interest
- Enterprise
- Strong focus upon core skills - Literacy and Numeracy
- Real leadership opportunities across the school

Assessing progress and Achievements

- A range of assessment evidence is used to plan next steps in learning using judgements that are based on the Benchmarks for each curriculum level.
- Benchmarks are used to support the professional judgements of teachers.
- We track and monitor systems support pupils' progress and identification of needs.
- Self-evaluation and quality improvement procedures are collaborative and well planned.

Learning and Teaching

- High expectations for all which are shared.
- Engaging and active
- Setting challenging goals
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning and feedback
- Collaborative
- Developing learners' thinking skills
- Reflecting the ways different learners progress

Developing Young Workforce

We are recognising the skills for learning life and work that children need to develop and put these into context within their learning to provide a pathway that meets their needs and aspirations.

Principals for Curriculum Design

Challenge and Enjoyment Breadth Personalisation and Choice Depth Progression Coherence

Contextual Data Analysis and Rationale for 2019/20 SIP

a) Background

The Acting Head Teacher, along with an Acting Depute Teacher were both appointed in August 2018, and for the past two years, as a whole school community we have refreshed our vision, values and aims and built our curriculum rationale around the national and local drivers. Literacy with a specific focus on Writing, Numeracy and Health and Wellbeing continue to be core features of the school's improvement work with a strong collegial approach to this within the school and cluster. The school had a positive validation of its work by West Lothian Council in October 2018. The VSE team found the following strengths in the school's work; the ways in which the senior leadership team has created a positive, supportive and reflective ethos of teamwork. This results in a clear commitment from staff at all levels to reflect on local and national advice to ensure that planning for improvement is evidence based and linked to effective self-evaluation, the positive relationships, based on professional respect and challenge which enhance collaborative approaches to meeting the needs of all learners. Staff know their children and their families well. the positive attitudes to learning which are shown by almost all pupils as a result of the school's commitment to children's rights and the value of respectful relationships, how consultative and systematic approaches to developing the curriculum which support the whole school, staff, parents and learners, to understand what the school is trying to achieve through its curriculum.

b) Data

Our data shows that overall; attainment in Literacy is good where there are no specific, diagnosed difficulties with most children generally attaining in line with national expectation. By the end of P1, almost all children attain the appropriate CfE levels in listening, talking and reading and writing. By the end of P4 and P7 most children achieve the appropriate curriculum for excellence level in listening, talking, reading and writing. However Literacy attainment continues to highlight a need for Writing to remain a specific improvement priority to ensure that this continues. Attainment in numeracy and mathematics is also good. Attainment data shows that most children in P1 and P4 are achieving in line with national expectations with the majority of children in P7. With a consistent focus on numeracy through planned school improvement priorities and consistency of approaches to children's understanding of number and number processes will continue to be developed.

It is also recognised that while assessment data from research based targeted interventions within literacy and numeracy evidences progress this has not always been significant enough to impact upon the attainment of a level

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 all identified children requiring support to maintain high levels of attendance. 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 comparable with those that are in Quintile 2-5. On average approximately 25% of pupils across school are "not on track" (Teacher Professional Judgement) for literacy and numeracy attainment). When pupils in Q1 are considered separately this figure is closer to 35%. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, significant periods of missed education, focus and concentration and vocabulary are all contributing factors. Approximately 5% of pupils in school have a diagnosis of Autism Spectrum Disorder (ASD). Attainment for these pupils is significantly behind those of the rest of the school. Here the barriers to learning are more complex however there is scope for improving the experience within a highly differentiated and tailored curriculum..

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

We will continue to employ a Family Support Worker to engage and support identified children and families on improving attendance levels and increasing parental engagement/family learning. Individual targets for children will be set in consultation with parents and monitored on a weekly basis. Pupil Support Workers (PSW) will be retained to provide focussed literacy and numeracy interventions at P3 and P6, where the highest levels of intervention is required. The SfL teacher and (PSW) will focus on small target groups of identified children who are in Quintile 1, are LAAC or have ASD. These targeted interventions will be focussed on improving the attainment in literacy and/or numeracy with identified children. This will involve support for learning work, targeted supports in partnership with class teachers and also additional supports such as life skills and outdoor learning to help them to overcome barriers to learning and raise their aspirations for what they are able to achieve. We expect to see an increase in pupil attainment and decrease in off-task behaviours which disrupt learning. For ASD pupils we

expect to see a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs. We will continue with one PEEP session per week for our nursery children, with this we expect to see an increase in parental engagement at this level and in the vocabulary development.

Whitdale Primary School - 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 <i>(note any external supports e.g. Cluster, authority, RIC etc.)</i>	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>All children receive regular, well-planned learning in Literacy and Numeracy. Learning opportunities provide appropriate progression in and high quality learning experiences.</p> <p>All pupils will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning</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	<ul style="list-style-type: none"> - Develop Numeracy CLPL based on staff needs - Develop shared understanding and consistency of high quality learning, teaching and assessment experiences in Numeracy to ensure progression e.g. Number Blocks/CGI/Number Talks/SEAL. Implement and evaluate approaches. - Develop flexible, progressive frameworks for Numeracy from Early to Second Level. - Embed Writing Culture and further develop writing experiences across the 4 contexts for learning. - Evaluate and develop the reading programme across the school to ensure that there is consistency and progression with a particular focus upon First Level. - Implement Action Plan / driver diagram led by Learning & Teaching Committee - To continue to develop our approaches 1+2 	<p>By Nov 2019</p> <p>By October 2019</p> <p>By Jan 2019</p>	<p>Almost all Numeracy and Reading learning experiences (over 90%) are evaluated as good or above.</p> <p>Baseline observations = majority (62%) evaluated as good or above</p> <p>Almost all pupils, through focus groups, feedback positively about their learning in Numeracy and Literacy Learners will evidence opportunities to write across the 4 context for learning.</p> <p>Learners will experience a progressive and coherent Reading programme/ At least 90% of observed lessons are good or above across all subject areas</p> <p>At least 80% of stakeholders reporting agree or above in stakeholder survey L& T questions</p> <p>All pupils receiving their entitlement to 1+2.</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Through targeted interventions 75% of our young people in Quintile 1 are achieving First Level in Literacy and Numeracy by the end of P4</p> <p>Increase and sustain attendance for young people in Quintile 1 to above 93%</p>	<input type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Implement PEF Numeracy Action Plan focussing on use of SEAL/Maths Recovery approaches with identified groups - Implement PEF Literacy Action Plan focussing on use of Speech Link/Reading support approaches with identified groups - Implement PEF driver diagram on attendance interventions and continue employment Family Support Worker 	<p>By Sep 2019</p> <p>By Sep 2019</p>	<p>Target achieved in CfE levels supported by ongoing tracking. Confidence impact surveys show 50% increase in confidence reported by young people and parents/carers</p> <p>Target achieved in attendance</p>

<p>Improvement in all children and young people's wellbeing:</p> <p>Young people are able to self-report on their wellbeing to provide a baseline for future improvement</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Implement wellbeing self-assessment plan to further develop school practices and process which underpin self-reporting Action Plan led by Wellbeing Champion - Develop further emotional literacy and resilience within all learners 	<p>By Jan 2019</p>	<p>Parent and Pupil Questionnaires demonstrate that 90% reported understanding of wellbeing indicators</p> <p>Observations/focus groups highlight that learners are increasingly able and confident in describing and regulating their emotions.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To embed the Career Education Standard in all aspects of the curriculum</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Extend the range of partnerships learners engage with across the school and ensure creative opportunities to engage with them - Develop a whole school skills progression - Continue to develop learner identity through online resource. - Continue to embed DYW entitlements into daily learning 	<p>By May 2019</p>	<p>Level and whole school surveys and focus groups highlight an increasing awareness and use of links between skills, subjects and future career pathways</p>