



# CROFTMALLOCH PRIMARY SCHOOL IMPROVEMENT PLAN

2019 / 2020

# Factors Influencing the Improvement Plan

## School Factors

Newly appointed Head Teacher (session 2019-2020)

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Expansion of class structure from 7 classes to 8 classes

ELC expansion

## 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? 4<sup>th</sup> 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

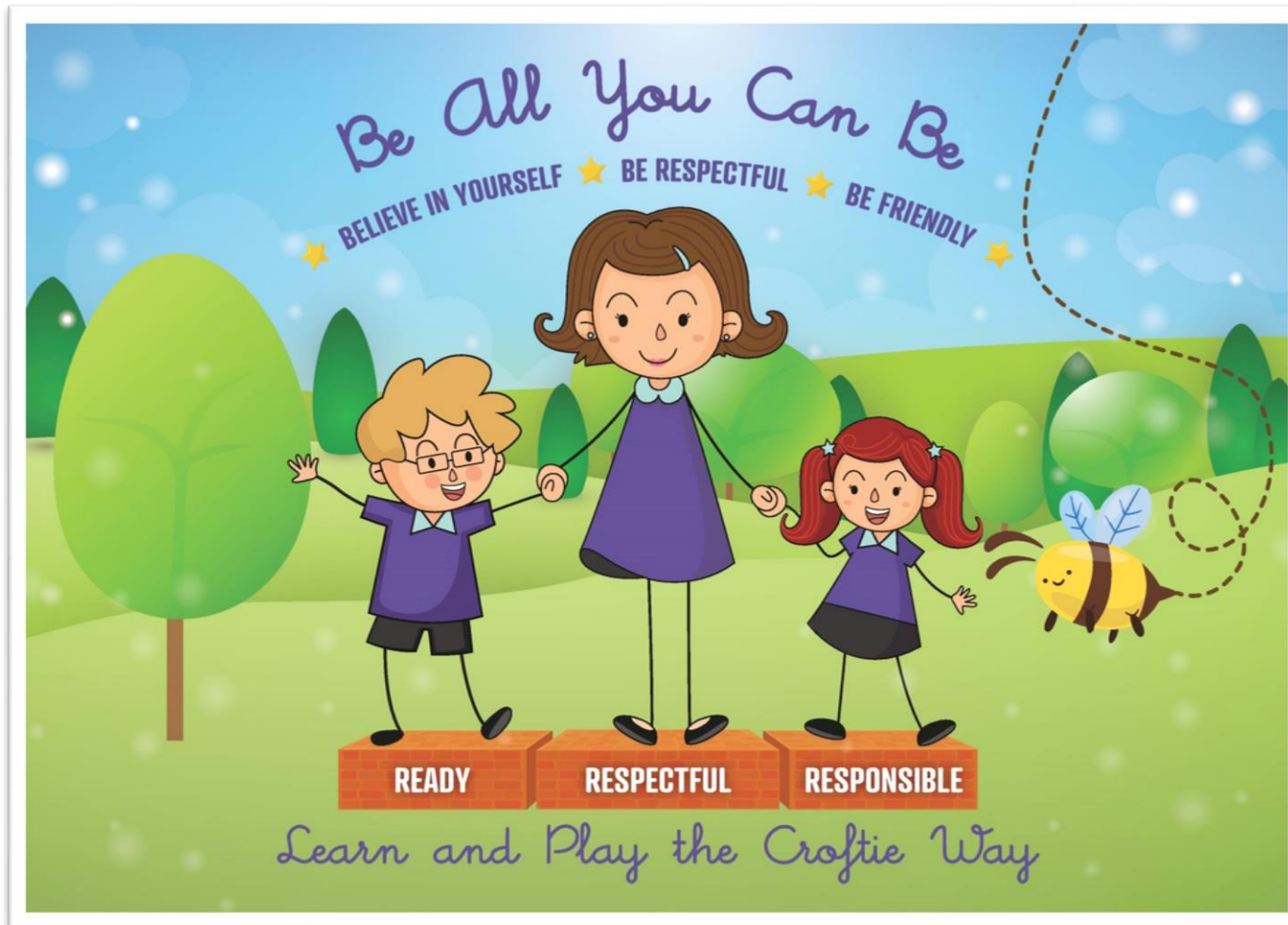
Building the Ambition

Child Protection Issues / Guidance

GTCS standards and professional update



## Vision, Values and Aims



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

## a) Background

The Head Teacher (acting) has been newly appointed, with a Principal Teacher who has been in post for just over three years. Literacy has been a core feature of the school's improvement work. The school had a positive validation of its work by West Lothian Council in April 2019. The VSE team found the following strengths in the school's work; Embedded, recently reviewed vision, values and aims underpin the life of the school. This contributes to a strong ethos of care, nurture and support for all children. All learners are included, engaged and involved in the life of the school. Positive relationships create a culture of trust and respect, improving the wellbeing outcomes for learners. Learners are motivated and engaged to succeed. Pupils benefit from responsive and effective interventions.

## b) Data

Our data shows that overall, attainment in literacy and numeracy is good. By the end of P1, almost all children attain the appropriate CfE levels in listening, talking and reading. In writing almost all children achieve early level by the end of P1. By the end of P4 and P7 most children achieve the appropriate curriculum for excellence level in listening, talking, reading and writing. Our recent VSE team agreed with the school that there is particular scope to further improve the quality of children's writing, and overall literacy attainment.

## 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, 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 and those that are in Quintile 2-4. We currently don't have pupils in Quintile 5. P5-7 next session will receive our biggest focus in terms of boosting attainment in both literacy and numeracy. Our data analysis demonstrates an average gap of 41% for pupils in these stages, which are in Quintile 1. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, significant periods of missed education, focus, concentration and vocabulary are all contributing factors. Approximately 2% of pupils in school have either a diagnosis of Autism Spectrum Disorder (ASD), a dual diagnosis of ASD and ADHD or are undergoing assessment. Attainment for some of 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 continued improvement of the experience within a highly differentiated and tailored curriculum.

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

We propose to provide a continued nurture provision for P1-3, with identified P4 pupils benefiting from this rich environment. Pupil support workers will be retained to provide focused literacy and numeracy interventions and also support individuals on a one-to-one basis. This will involve support for learning tasks, targeted support in partnership with class teachers, and also additional support such as life skills to help overcome barriers to learning, supporting their achievement. We expect to see an increase in pupil attainment and engagement in learning. For pupils with additional support needs, 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 to provide Speech and language input on a fortnightly basis, and expect to see a continued increase in vocabulary development. We further propose to provide continued support in the infant area from our PEF teacher, once a week, and expect to see a continued increase in pupil attainment and achievement of early level.

**CROFTMALLOCH 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	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>	
<p><b>Evidence Base:</b></p> <p><b>Verified Self Evaluation Feedback (VSE) April 2019:</b> " Further develop the quality of children's writing in order to raise attainment in Literacy"</p>	<p><b>Raising attainment for all, particularly in literacy :</b></p> <p>All pupils will receive well-planned, high quality learning opportunities in writing through further development of consistent approaches in pedagogy.</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	<ul style="list-style-type: none"> <li>Work with the WLC Literacy and English Pedagogy Office to create a consistent approach to the teaching of literacy and writing across school.</li> <li>Embed use of writing planners to plan effective writing experiences across a range of genre for all learners.</li> <li>Create a shared standard for an effective writing lesson to be used as a template for all writing lessons across school.</li> <li>Develop guidance to ensure all staff are clear on effective differentiation in the writing lesson.</li> <li>Use of the Moderation Cycle to plan effective writing assessments and to ensure shared standards and expectations in writing between stages and across school.</li> <li>Further develop learner conversations which enable children to be more fully engaged in identifying targets/ next steps in their learning in writing.</li> <li>Further develop the use of digital technologies to support children's writing experiences.</li> <li>Embed WordBoost P1-3 to further develop vocabulary for writing.</li> <li>CC and VH intervention for P1 pupils not on track (EY team support) to boost attainment in early writing.</li> </ul>	<p>Cluster DHT</p> <p>SLT</p> <p>Lit champ</p> <p>All staff</p>	<p>Almost all pupils, through focus groups, are able to talk about their learning in writing and their next steps in progress.</p> <p>At least 90% of observed lessons/learning walks are good or above in writing across all curricular areas</p>
<p><b>Evidence Base:</b></p> <p><b>Attainment Data session 2018-2019:</b> " A significant proportion of Quintile 1 children are not attaining all three elements of Literacy by the end of Primary 4 to enable them to meet national expectations"</p>	<p><b>Closing the attainment gap between the most and least advantaged children</b></p> <p>Through targeted intervention, 90% of our Quintile 1 pupils will achieve First level Literacy by the end of Primary 4</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	<ul style="list-style-type: none"> <li>Create a whole-school literacy strategy to ensure a consistent approach to the teaching of literacy across school.</li> <li>Ensure a wide variety of high, quality resources are used to support the teaching of Literacy across school.</li> <li>Ensure PEF interventions to raise the Literacy attainment of Quintile 1 children are appropriate and carefully measured to show impact.</li> <li>Further develop teacher understanding of Literacy assessment as part of the 'profiling' process and how data can be analysed effectively to plan interventions which ensure impact.</li> <li>Create a robust phonics teaching programme for P1 and ensure that PSWs are trained in this to support a variety of learner's across school.</li> </ul>	<p>Cluster DHT</p> <p>SLT</p> <p>All staff</p>	<p>Targets achieved in CfE levels – ongoing tracking of attainment data through Excellence and Equity meetings</p>
<p><b>Evidence Base:</b></p> <p><b>Verified Self Evaluation Feedback (VSE) April 2019:</b> " There is scope to further embed children's/parental understanding of the Wellbeing Indicators to ensure that Health and Wellbeing is effectively tracked and monitored across school."</p>	<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>All pupils, P1-7 are able to self-report using the e-form and developed guidance</p> <p>All staff are able to analyse results and engage in meaningful, trusted adult conversations with identified</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"> <li>Embed use of guidance document and action plan for HWB</li> <li>Continue to embed support during and after self-reporting and whole school understanding of wellbeing indicators</li> <li>Continue to promote and embed positive relationships in all classrooms, for all pupils</li> <li>Embed Learner profiles which celebrate pupils' successes both in and out of school.</li> <li>Support staff confidence in self-reporting process and analysis of results</li> <li>HWB progression pathway using Respect Me resource</li> </ul>	<p>SLT</p> <p>HWB champ</p> <p>All staff</p>	<p>Almost all pupils self-report positively and are able to engage in supportive conversations with trusted adults in school.</p> <p>Almost all pupils are able to talk about wellbeing indicators, demonstrating an understanding of these.</p>

	pupils. Parents are made aware of all Wellbeing Indicators and how they are used to support children within school.				
<b>Evidence Base:</b>  <b>Verified Self Evaluation Feedback (VSE) April 2019:</b> “Further develop a consistent approach to the teaching of skills for learning, life and work across school.”	<b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b>  Embed the Career Education Standards in all aspects of the Curriculum	<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"> <li>• Ensure progression through context for learning – set topics through collegiate IDL development with local context as starting point</li> <li>• Continue to make connections with skills for learning, life and work - embed Life Skills identified by parents, staff and children.</li> <li>• Create a progressive ‘skills for learning work’ trail to be used to teach skills across school.</li> <li>• Support teachers to make links to skills for learning, life and work in all lessons.</li> </ul>	SLT All staff	Teacher’s planning shows evidence of links made to skills for learning, life and work.  Pupil learning conversations show awareness of skills for learning, life and work.  <i>The majority of</i> lesson observations show references made to skills for learning, life and work.