

# CROFTMALLOCH PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN



**2024 / 2025**



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Relationships

Relevance

Values

## Factors Influencing the Improvement Plan

### School Factors

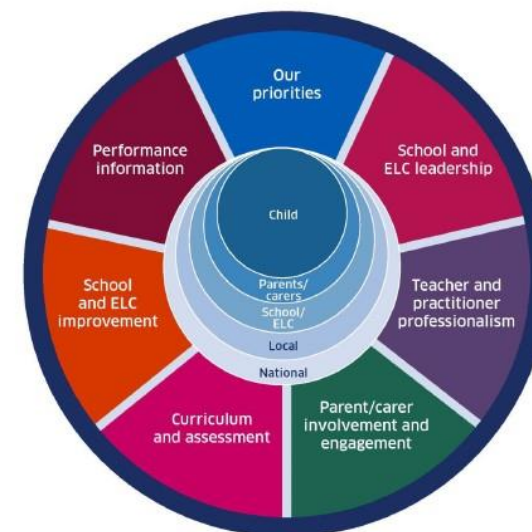
Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Priorities  
Equity Priorities

### 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 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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## Our Vision, Values and Aims


Our School Values will continue to underpin everything that we do. Our values: Be Ready (to learn), Be Respectful and Be Responsible are at the heart of our curriculum.

We make links to our values in all lessons and experiences, to help children to understand the facets of learning and to enable them to develop positive skills for life. We know that these 'soft skills', which are part of Emotional Literacy, are fundamental for success in school, the workplace and in the wider world. They enable us to collaborate with others and function successfully as independent, self-assured individuals. Our values are the building blocks to allow all children to 'be all that they can be.'





### Nurturing the Four Capacities in our Children




**Successful Learners**

- Are literate and numerate
- Are healthy: physically, mentally, socially and emotionally
- Are able to learn in different contexts
- Use a range of digital tools to support learning
- Possess positive dispositions for learning: They are independent, curious, motivated, self-aware, resilient and able to solve problems

**Confident Individuals**

- Know their strengths and next steps as learners
- Are proud of who they are
- Have a go and never give up
- Bounce back from setbacks
- Can celebrate their own successes and the successes of others.





**Responsible Citizens**

- Show kindness towards themselves and others
- Know that it's okay to be different
- Care for nature and our environment
- Respect our school and our values
- Form opinions and stand up for what's right

**Effective Contributors**

- Share their talents and skills for others' benefit
- Make a difference to the world around them
- Are creative, flexible thinkers who provide solutions to problems

We will continue to ensure that children develop the Four Capacities of Curriculum for Excellence as we work to support them at home and school, and ensure this in a number of ways.



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## Our Curriculum Rationale

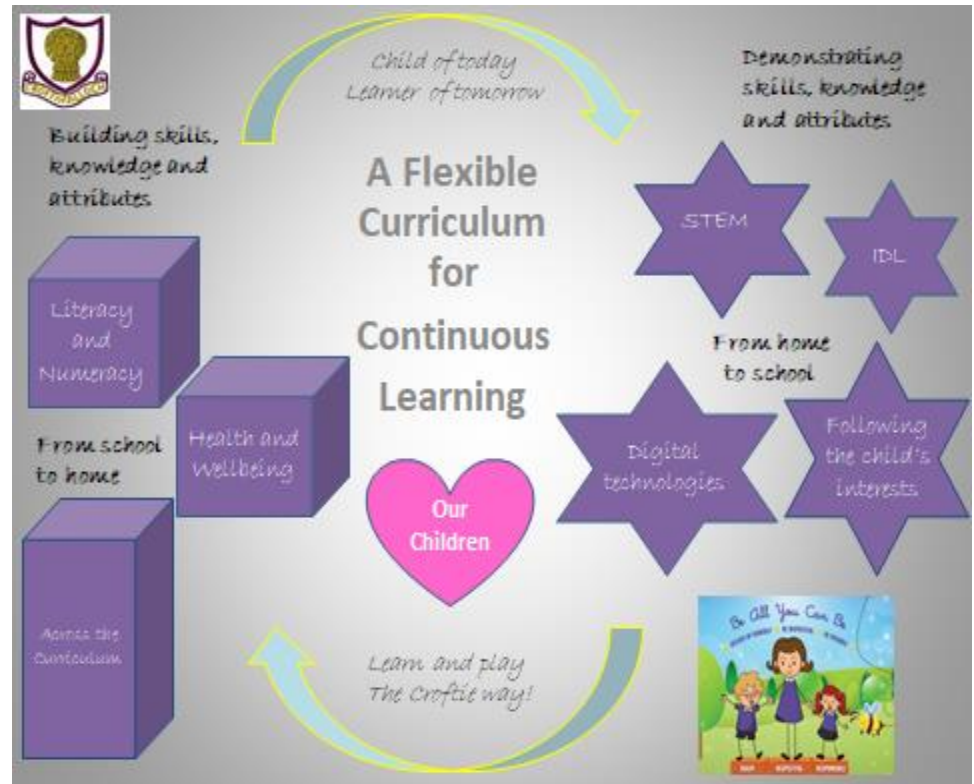
Our Curriculum has been created to be highly flexible. This enables the way in which we deliver experiences and outcomes to children, to be modified to meet the needs of individuals and to be manipulated to fit the circumstances in which they need to be delivered.

Our planning is based on West Lothian Progression Pathways and our school-level teaching and learning trails. This robust level of detail allows us to meet the needs of all learners within our school context and ensure a strong foundation for all children in Literacy, Numeracy and Health and Wellbeing as well as providing learning experiences across the wider curriculum.

Our staff carefully maximise direct-teach opportunities when children are in school to ensure that they develop the skills, knowledge and attributes necessary to consolidate, demonstrate and extend their learning at home. Learning is about working in partnership between home and school. We view family engagement as an exciting opportunity to strengthen links between home and school.

It is our aim to provide children with the chance to enquire, innovate and create in the wider community, based on the learning that has taken place in school.

By continuing to re-evaluate our approaches to pedagogy and the way in which we deliver the curriculum, we will ensure that we meet the needs of our learners today and equip them for tomorrow.



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## Contextual Data Analysis and Rationale for 2024/25 School Improvement Plan

### a) Background - The context for the learners in your school

Croftmalloch Primary School is a non-denominational school serving the community of Whitburn. Open since November 1973, we celebrated our 50<sup>th</sup> anniversary last session.

The school currently has 220 children on roll across 10 classes, 3 of which are composite. Our school has a 40/40 nursery attached, which currently has 56 children on roll – up to 10 of whom are 2 years old.

The school is staffed by a Head Teacher, a full-time Principal Teacher, a part-time PEF funded Acting Principal Teacher, 15 class teachers, 4 PSWs and an Admin Assistant in the office. The Nursery is staffed by 1 full-time Early Years Officer, 6.5 Early Years Practitioners and one Pupil Support Worker. Staff are committed to the best possible outcomes, and work closely with our families to ensure we are Getting it right for Every Child. The school's values of *Ready*, *Respectful* and *Responsible* are at the heart of what we do.

In Session 23/24, 19.02% of our children were from Quintile 1 households, the school's Free School Meal Entitlement was 22.12%, and those eligible for access to the Clothing Grant was 34.63% - all of which are higher than Local Authority average. We had no families from Quintile 5 households. Our local context therefore, demonstrates a clear focus on ensuring equity for all.

The school has strong links with the community of Whitburn, including Cluster schools, local community organisations and an incredibly supportive parent body – well represented by a highly engaged Parent Council. Working together in partnership, we are proud to say that we meet the needs of all learners.

### b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

#### End of Session 2023-2024 Attainment Data:

| Stage                          | Roll | Reading | Writing | Listening & Talking | Literacy | Numeracy | Mathematics |
|--------------------------------|------|---------|---------|---------------------|----------|----------|-------------|
| P1                             | 33   | 87.88%  | 87.88%  | 93.94%              | 87.88%   | 93.94%   | 93.94%      |
| P4                             | 32   | 84.38%  | 78.13%  | 93.75%              | 78.13%   | 87.50%   | 90.63%      |
| P7                             | 27   | 85.19%  | 77.78%  | 100.00%             | 77.78%   | 81.48%   | 81.48%      |
| <b>Whole School Attainment</b> | 211  | 86.26%  | 78.67%  | 94.31%              | 78.20%   | 83.41%   | 84.84%      |



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## Croftmalloch Primary School - School Improvement Planning for Ensuring Excellence and Equity

| School priorities linked to knowledge and data as identified on previous page  | Evidence supporting the identification of this priority:   | Proposed actions  | Timescale           | Measures of Success  |
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| <p><b>NIF Driver</b></p> <p><b>Improvement in all children and young people's wellbeing:</b></p> <p>All learners are well supported mentally, socially and emotionally so they can fully engage in learning.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p> <p><input type="checkbox"/> School and ELC Improvement.<br/> <input checked="" type="checkbox"/> School and ELC Leadership<br/> <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism<br/> <input checked="" type="checkbox"/> Parental Engagement<br/> <input checked="" type="checkbox"/> Curriculum and Assessment<br/> <input checked="" type="checkbox"/> Performance Information</p> | <ul style="list-style-type: none"> <li>- Parent Ethos Survey</li> <li>- Pupil Ethos Survey</li> <li>- Learner Conversations</li> <li>- HWB Data</li> </ul> | <ul style="list-style-type: none"> <li>- Continue to embed principles of Trauma Informed Practice, ensuring that all staff are trained in TIP, and identified staff working towards Level 3 training.</li> <li>- Following achievement of Silver RRS award this session, continue to embed and further develop use of UNCRC articles in classrooms.</li> <li>- Working with all stakeholders, audit existing practice against standard for Gold RRS award.</li> <li>- Ensure a Pupil Voice Group is allocated the task of applying for and achieving gold RRS award.</li> <li>- Continue to embed newly developed Positive Relationships Policy within school, ensuring consistent implementation in all classrooms.</li> <li>- Audit current outdoor learning provision, taking meaningful Pupil Voice into account.</li> <li>- Further develop approaches to outdoor learning as a consistent and core offer of learning for all children.</li> <li>- Working with stakeholders, create an 'Outdoor Learning' curriculum framework within the Learning, Teaching and Assessment policy, which sets clear and consistent expectations and outcomes for all staff and pupils with regards to opportunities for outdoor learning across the curriculum.</li> </ul> | <p>By June 2025</p> | <ul style="list-style-type: none"> <li>- All staff to be trained in Trauma Informed Practice.</li> <li>- Staff confidence in being empowered to support their own wellbeing and the wellbeing of others is increased, evidenced by a post-training questionnaire.</li> <li>- RRS Gold accreditation to have been achieved.</li> <li>- Learner Conversations to show evidence that Positive Relationships Policy has been embedded within the school.</li> <li>- Pupil Ethos Survey results to show:                             <ul style="list-style-type: none"> <li>- Almost all pupils to state that '<i>Staff treat me fairly and with respect</i>'.</li> <li>- The majority of pupils to state that '<i>Other children treat me fairly and with respect</i>'.</li> <li>- The majority of pupils to state that '<i>My school deals with any bullying</i>'.</li> </ul> </li> <li>- Pupil Voice action plan to demonstrate that children have had meaningful input into reviewing and improving outdoor learning provision.</li> <li>- An '<i>Outdoor Learning</i>' framework has been created following consultation with stakeholders, outlining clear expectations for staff and pupils.</li> <li>- Quality assurance of termly plans show that outdoor learning is being planned for. Learner Conversations show that this is being delivered.</li> </ul> |



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| <p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>All learners receive consistent, high quality learning experiences in numeracy and literacy which offer suitable challenge, differentiation and pace, and are underpinned by effective assessment approaches.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p> <p>☒School and ELC Improvement<br/> ☒School and ELC Leadership<br/> ☒Teacher and Practitioner Professionalism<br/> ☒Parental Engagement<br/> ☒Curriculum and Assessment<br/> ☒Performance Information</p> | <ul style="list-style-type: none"> <li>- VSE Feedback</li> <li>- Internal Quality Assurance</li> <li>- Staff Feedback</li> </ul> | <p><b><u>Literacy Specific:</u></b></p> <ul style="list-style-type: none"> <li>- Implement the 'Croftmalloch Literacy Strategy' from August 2024, ensuring consistent approaches to learning, teaching and assessment in all aspects of Literacy.</li> <li>- Work with the Literacy Pedagogy Officer to introduce PM Oracy resource in order to support consistent approaches to teaching and planned assessment within Listening and Talking.</li> </ul> <p><b><u>Numeracy Specific:</u></b></p> <ul style="list-style-type: none"> <li>- Introduce consistent summative assessment strategies from P1-7 in order to ensure consistent data gathering across the school.</li> <li>- Refresh the use of Number Talks across the school, ensuring consistency of approach in developing strategies to increase automaticity of core facts including times tables, balancing the use of algorithms to solve computational problems.</li> </ul> <p><b><u>Moderation:</u></b></p> <ul style="list-style-type: none"> <li>- Work with the Literacy Pedagogy Officer to plan and deliver Moderation sessions across Literacy, supporting teacher professional judgement of a level.</li> <li>- Following moderation sessions, work with teaching staff and Pedagogy Officer to highlight agreed next steps for identified learners, creating bespoke interventions for targeted pupils.</li> </ul> <p><b><u>Across the Curriculum:</u></b></p> <ul style="list-style-type: none"> <li>- Continue to develop use of Learning Intentions and Success Criteria to ensure clear focus on the planned learning objective.</li> <li>- Continue to develop approaches to differentiation to ensure children's assessed needs are appropriately met in the classroom.</li> <li>- Continue to develop approaches to the use of digital technologies to support core learning.</li> <li>- Continue to embed approaches to assessment and moderation that support confident professional judgement of progress and achievement of children.</li> </ul> | <p>By June 2025</p> | <ul style="list-style-type: none"> <li>- Classroom observations will show that agreed resources and pedagogical principles are being utilised consistently in all classes.</li> <li>- PM Oracy assessments will be in use to baseline L&amp;T attainment for all pupils, and follow up assessments will be used to track the impact of targeted interventions.</li> <li>- Classroom observations will show improved utilisation of LI&amp;SC, Differentiation and Digital Technology.</li> <li>- Throughout Learner Conversations, pupils will be able to explain how teachers use additional strategies to meet their assessed need.</li> <li>- Quality Assurance of planning and assessment folders will show that scheduled assessments are taking place on time, and the outcomes of these are being used to inform the planning cycle.</li> <li>- Termly reviews of targeted interventions evidence that identified learners are making progress.</li> <li>- Class teachers are using consistent Numeracy assessment resources in all classes.</li> <li>- Feedback from class teachers following moderation sessions shows an increased confidence in judgement of a level.</li> </ul> |
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| <p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>Identified children are able to access the whole of the curriculum and make effective progress through well planned, timely and specific interventions.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p> <ul style="list-style-type: none"> <li>☑School and ELC Improvement</li> <li>☑School and ELC Leadership</li> <li>☑Teacher and Practitioner Professionalism</li> <li>☑Parental Engagement</li> <li>☑Curriculum and Assessment</li> <li>☑Performance Information</li> </ul>                     | <ul style="list-style-type: none"> <li>- Q1 vs Q4 attainment data</li> <li>- Q1 vs Q4 attendance data</li> <li>- Qualitative feedback from stakeholders</li> </ul>                            | <p><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 <b>PEF Summary</b> 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. Please follow this link (<b>INSERT HYPERLINK</b>) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>   | <p>By June 2025</p> | <p>Documented in PEF Plan</p>  |
| <p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>All learners have opportunities to develop skills for learning, life and work, in collaboration with partner schools in the Whitburn Academy Cluster.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p> <ul style="list-style-type: none"> <li>☑School and ELC Improvement</li> <li>☑School and ELC Leadership</li> <li>☑Teacher and Practitioner Professionalism</li> <li>☑Parental Engagement</li> <li>☑Curriculum and Assessment</li> <li>☑Performance Information</li> </ul> | <ul style="list-style-type: none"> <li>- VSE Feedback</li> <li>- Internal Quality Assurance</li> <li>- Staff Feedback</li> <li>- Parent Ethos Survey</li> <li>- Pupil Ethos Survey</li> </ul> | <ul style="list-style-type: none"> <li>- Continue to develop approaches to children's involvement in the ethos and life of the school, influencing change and improvement.</li> <li>- Further develop children's leadership of learning through collaborative learning approaches, engagement in higher order thinking skills and skills for learning, life and work.</li> <li>- Further develop children's knowledge, understanding and ownership of their strengths and next steps and approaches to evidencing and profiling their learning.</li> <li>- Further development of <i>Skills Stations</i> in all central areas, in order to promote skills development through play opportunities for all pupils P1-P7.</li> <li>- Further development of use of STEM and Digital Technology across the school, building evidence to support an application for a Digital Schools Award.</li> <li>- Ongoing, staff 'drop ins' and technology workshops to up-level skills and build capacity in the use of technologies.</li> <li>- To develop a cluster approach to developing the Young Workforce including a specific STEAM / Meta skills focus.</li> </ul> | <p>By June 2025</p> | <ul style="list-style-type: none"> <li>- Evaluated Pupil Voice Group action plans to show clear involvement in leadership at school level of all pupils.</li> <li>- Pupil Voice to be evident in consultation on Profiling.</li> <li>- Education Scotland profiling tool to be piloted in identified classes.</li> <li>- Profiling tool will show that children evidence of achievements being recorded, as well as clear links to Skills development.</li> <li>- Further best practice sessions will have taken place to highlight high quality provision in teaching of Meta-Skills.</li> <li>- Skills Stations evident in all central areas</li> <li>- Learner Conversations show high levels of engagement with Skills Stations.</li> <li>- School to achieve 'Digital School' award</li> <li>- Enhanced transition to support Nursery, P1 and P7</li> <li>- Career event and Enterprise event to be included in focus annual calendar.</li> <li>- Pupils</li> </ul> |



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