

RIVERSIDE PRIMARY SCHOOL and ELC CLASS

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
Pupil Equity Funding

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



Vision, Values and Aims

Inspire, Learn, Grow

“At Riverside Primary School our vision is to inspire and nurture our school community to become healthy, confident, lifelong learners who respect each other and have the skills, capabilities and attributes to thrive and be the best that they can be.”

The values which underpin this vision and which shape our approaches, relationships, policies and behaviour are:



What do our Values look like at Riverside Primary?

Confident pupils who are enthusiastic and ready to learn.
Pupils who can **persevere** and keep trying, even when it's tough.
Creative pupils who are curious, question and challenge.
Pupils who show **respect** for themselves and others.
A **nurturing** school where all pupils feel happy, safe and have someone to talk to.

To achieve our vision and to embed our values we are developing a structured curriculum which will meet our aim that all our children are provided with learning opportunities that recognise and celebrate their individuality, develop their full potential, allow them to fulfil their aspirations and prepare them to meet the challenges that they will face throughout their lives. At every level, an ethos of high aspirations and ambition for all our learners is encouraged with attainment, achievement and participation being recognised and celebrated.



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

a) Background

The Senior Leadership Team includes a Head Teacher, Acting Depute Head Teacher (appointed May 2019) and Principal Teacher who are all committed to demonstrating the school values and achieving the school's vision and aims. During the past 3 years there has been a clear focus on the teaching of reading and writing and on building and sustaining a positive and supportive ethos within the school environment. Other core features of the school improvement work have included; development of the Numeracy curriculum to improve approaches to effective learning, teaching and assessment in Numeracy. There is an inclusive ethos which is evident throughout the school. As a result almost all children feel valued and respected; and are happy, confident and caring children who are eager to learn. The school has a clear understanding of its strengths and areas for improvement and staff willingly take on a wide range of leadership roles to drive forward school improvement.

b) Data

Our data shows that overall, attainment in Literacy and Numeracy is satisfactory. By the end of P1 almost all children attain the appropriate CfE levels in Literacy and Numeracy. By the end of P7 most children are achieving appropriate levels in Literacy and Numeracy. There is scope to increase levels of Literacy and Numeracy in P4. Across the school a consistent focussed approach to the teaching of Numeracy and Literacy will improve overall attainment levels.

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 for a variety of reasons which include, but are not limited to, Looked After Children status, Autism Spectrum Disorder (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. Further analysis of our teacher judgement data shows that there is a significant gap between the attainment in Literacy and Numeracy of pupils who are in Quintile 1 compared to Quintile 2. On average, 28% of Quintile learners are not on track in Literacy and 23% are not on track in Numeracy based on teacher professional judgement. The barriers to learning 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 4% of pupils in our school have a diagnosis of Autism Spectrum Disorder (ASD). 70% of these pupils are off track in Literacy and they experience more complex barriers to learning, however there is scope for improving their learning experiences within a highly differentiated curriculum.

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

We propose to have a relentless focus on improving the quality of learning, teaching and assessment for all pupils. The Principal Teacher (Pedagogy- PEF) will be supported by the Literacy and Numeracy Pedagogy Development Officers to lead improvements in this area. They will also work in partnership with the Support for Learning Teacher and Pupil Support Workers (PSW) to provide focused Literacy and Numeracy interventions for identified children. The focus will be on small target groups of identified children who are in Quintile 1, are LAAC or have ASD. 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 aspirations. We expect to see an increase in pupil attainment and a decrease in off-task behaviours which disrupt learning. The Speech and Language Therapist will work with class teachers and the pupil support team to develop a total communication approach which will be used consistently throughout the school. This will support all children but in particular those with ASD who require a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs. We will continue to employ a Family Support Worker to engage and support identified children and families to improve attendance levels and to continue to develop family engagement. Within the ELC we will develop Froebelian approaches to ensure a calm, naturalised, child focused learning environment.

Riverside 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>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 support and challenge to ensure progression.</p> <p>All pupils will experience high quality learning and teaching in all classrooms as a result of practitioners engaging in supported professional learning.</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Develop targeted Literacy CLPL based on staff needs to further develop the building of our reading and writing cultures - Develop targeted Numeracy CLPL based on staff needs to further develop the teaching of Numeracy - Develop shared understanding of high-quality learning, teaching and assessment experiences to achieve consistency across the school. (Metacognitive strategies/use of effective AiFL) - Develop flexible, progressive frameworks for Literacy and Numeracy from Early to Second level. - Work towards Scottish Book Trust Accreditation in reading - Ensure use of consultative planning and trackers in the ELC informs ongoing day to day practice - Introduce SEAL methodology into ELC - Continue to develop Froebel practices in the ELC 	<p>12/19</p> <p>06/20</p> <p>09/19</p> <p>10/19</p> <p>09/19</p> <p>08/19</p>	<p>Baseline observations = majority (60%) evaluated as satisfactory or above.</p> <p>Almost all Literacy and Numeracy learning experiences (over 90%) are evaluated as good or above.</p> <p>Almost all pupils, through focus groups, feedback positively about their learning in Literacy and Numeracy.</p> <p>School achieves silver accreditation in SBT Reading</p> <p>All practitioners engage in professional learning which impacts positively on classroom practice and pupil attainment.</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Through targeted interventions 80% or more of our young people in Quintile 1 are achieving expected levels in Numeracy,</p> <p>Through targeted interventions 75% or more of our young people in Quintile 1 are achieving expected levels in Literacy,</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Work in partnership with the RIC Data Coach, Literacy and Numeracy Pedagogy Development Officers and Principal Teacher (Pedagogy) to improve learning, teaching and assessment across the cluster through high quality CLPL, targeted support and intervention for practitioners. - Implementation of PEF Literacy and Numeracy action plan with targeted groups/individuals - Continued implementation of PEF action plan on improving listening and talking and vocabulary development in partnership with the Speech and Language Therapist (ELC – P7) 	<p>06/20</p> <p>12/19</p> <p>03/20</p>	<p>Targets achieved in CfE levels as a result of ongoing tracking and review of targeted interventions.</p> <p>Improved listening and attention skills lead to increased participation and engagement in learning activities.</p> <p>The majority of pupils will achieve expected attainment in Numeracy by the end of P7.</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>To introduce a whole school nurturing approach to behaviour management and relationships to support the inclusion of all learners</p> <p>Pupils in P5-P7 are able to self-report on their wellbeing to provide a baseline for future improvement</p>	<input 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 Chn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - To continue implementation of Pivotal approaches through appropriate CLPL - Introduce Pivotal approaches to parents - Develop a whole school positive relationships policy - All staff engage in professional reading to support implementation of agreed approaches - Implement wellbeing self-assessment action plan led by the HWB school improvement group. - Analysis with all stakeholders to identify required interventions/partnerships 		<p>All practitioners engage in professional learning which impacts positively on relationships across the school. (Reduction in referrals)</p> <p>Accurate self-reporting and effective tracking of wellbeing indicators leads to increased understanding amongst learners and ensures early intervention is implemented to support social, emotional and mental wellbeing.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To introduce the Career Education Standard in all aspects of the curriculum.</p>	<input 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 Chn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - to establish a DYW group - Begin to gain DYW WL schools accreditation - Make explicit links across the curriculum to skills for learning, life and work (ELC-P7) - Develop pupil leadership groups 	<p>04/20</p>	<p>Staff surveys and pupil focus groups highlight an increasing awareness and use of links between skills, learning activities and future career pathways.</p>