

SOUTHDALE PRIMARY SCHOOL AND ELC SCHOOL IMPROVEMENT PLAN RECOVERY PHASE PLAN

2020 / 2021



Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Flexible early learning and childcare implementation

Local Authority Factors

Moving Forward in Learning Guidance – 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
Continuation of Phased Implementation of 1140 hours ELC

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?
National Standard for ELC
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Realising the Ambition
Child Protection Procedures
GTCS standards and professional update



Vision, Values and Aims



Our Vision was co-created by pupils, staff, parents/carers and members of our community. The statements come from the four symbols on our school badge.

The compass symbolises **paving the path to new horizons**

The tree symbolises **strong roots in our community**

The book symbolises **knowledge and skills for the future**

The train symbolises **journey to success**



To provide opportunities for children to understand their place in Scotland's future which will allow them to make informed choices to become responsible citizens.

To prepare children to create and develop transferrable skills to contribute to a continually developing society with confidence and high aspirations.

To be ambitious by developing individual values and beliefs to ensure that all have a positive sense of physical, mental and emotional wellbeing to allow them to become independent in a wider society.

At Southdale we have four co-created and **agreed values**

- Achievement
- Fairness
- Respect
- Responsibility



Phased Curriculum Rationale

CURRICULUM RATIONALE

Curriculum Areas and Subjects

Literacy and Languages
Numeracy and Mathematics
Health and Wellbeing
Technologies
Social Studies
Sciences
RME
Expressive Arts

OUR VISION

Paving the path to new horizons | Strong roots in our community

Knowledge and skills for the future | Journey to Success

Ethos and Life of the School

Include:

- Open door policy
- Parent Council
- Gals Day
- Multi-agency approaches
- Class assemblies
- Technologies, to share e.g. Sway newsletter, Twitter, Dojo
- Pupil Leadership Roles – French Ambassadors, JFD, Eco, Digital Leaders, House Captains
- Growth, Modest approach

OUR AIMS

To provide opportunities for children to understand their place in Scotland's future which will allow them to make informed choices to become responsible citizens.

To prepare children to create and develop transferrable skills to contribute to a continually developing society with confidence and high aspirations.

To be ambitious by developing individual values and beliefs to ensure that all have a positive sense of physical, mental and emotional wellbeing to allow them to become independent in a wider society.

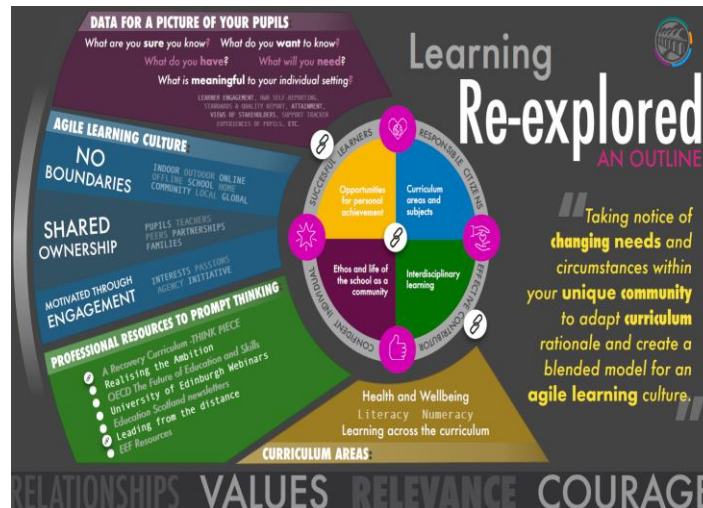
To be successful learners who are able to think creatively and are determined to reach high standards.

APPROACHES TO LEARNING AND TEACHING

- Digital Technologies
- Active Methodologies
- Formative Assessment (TLC)
- Outdoor Learning
- Play based learning

INTERDISCIPLINARY LEARNING

- Floorbook approach in Nursery
- Cultural Celebrations
- Pupil Groups
- Gals Day



Contextual Data Analysis and Rationale for 2020/21 School Improvement Plan

Attainment at Southdale Primary School is very good with almost all or most children achieving expected levels or beyond in reading, writing, listening and talking, numeracy and mathematics. Analysis of attainment at each stage in the school shows a required focus on Primary 4, Primary 6 and Primary 7 where most children are achieving expected levels or beyond. At all other stages in the school almost all children are achieving expected levels and beyond. An analysis of needs based on curricular areas highlights a continued need to focus, refine and ensure consistency in writing as this is the area which has the lowest percentage of almost all children achieving which impacts on overall literacy attainment. In relation to the poverty related attainment gap almost all pupils in Quintile 1 are achieving expected levels or beyond. There are no consistent trends within other Quintiles. Within the context of Southdale Primary School our focus will be on the 11% of children who are not on track and also the 24% of children who are achieving beyond expected levels. This analysis suggests a gap at Second Level and a need to focus support in this area. All Looked After children are achieving expected levels or beyond. There are few children with ASD diagnosis. In the majority of classes female pupils are higher achieving. Teacher professional judgement data suggests that male pupils require a focus on overall literacy however there is no clear trend that shows one particular area.

Weekly status reports during Home Learning indicated that 75% of children who are not achieving expected levels successfully engaged with learning at home. The Senior Management Team engaged regularly with parents of children with additional support needs and vulnerable families which has identified any curricular or health and wellbeing needs to be addressed.

The Principal Teacher will continue with her responsibility for Continuum of Support and will use information from assessments to work with the team around the child to set appropriate targets for identified children. The Principal Teacher will have responsibility for targeting pupils requiring additional support at Primary 4, Primary 6 and Primary 7. Two Pupil Support Workers will support the Principal Teacher in the delivery of this. The identified more able pupils will also be supported by the Principal Teacher through weekly inputs. A class teacher will take responsibility for the development of a unique Health and Wellbeing curriculum to meet the needs of our context. This will include approaches to nurture.

Southdale Primary School and ELC - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Time scale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Develop a consistent approach that restores and further develops the health and wellbeing of our children</p>	<ul style="list-style-type: none"> Embed the RESTORE approach Through the effective use of data develop systems to understand the impact current times have had on our children Engage with stakeholders to ensure a joint understanding of safety practices within the school Through CLPL develop staff awareness and understanding of Trauma through the use of nurturing approaches Develop our approaches to Empowerment ensuring the involvement of all in the change process Analyse relationships upon return and develop an action plan to restore Develop approaches to ensuring the wellbeing of the staff team 	Term 1 - 4	<p>Almost all children will respond strongly agree/agree to questionnaires following interventions</p> <p>Almost all stakeholders report to understanding safety practices within the school</p> <p>Most staff will develop nurturing approaches linked to trauma CLPL in their classrooms/setting</p> <p>Almost all stakeholders report to feeling involved in the change process</p> <p>Almost all staff respond strongly agree/agree to ethos questionnaire</p>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>Develop well planned learning in numeracy and mathematics, building on the Growth Mindset approach, to ensure appropriate progression and consistency across the school and ELC</p> <p>Further develop well planned learning in languages with a focus on listening and talking to ensure appropriate progression and consistency across the school and ELC</p> <p>Further develop well planned learning in writing with appropriate progression and consistency across the school and ELC</p>	<p>Numeracy and Mathematics</p> <ul style="list-style-type: none"> Develop effective and comparable baseline assessments Gather pre/post intervention data Plan a series of staff collegiate learning experiences and peer observations to support staff learning Organise/create itinerary/develop all school numeracy resources Plan information event to develop effective partnership working with parents/carers <p>Languages</p> <ul style="list-style-type: none"> Continue to develop the use of WL Progression Pathways and online platforms Develop resources to enhance teacher professional judgement of listening and talking Continue to work with partner schools to plan and deliver sequence lessons Re-design pupil leadership opportunities through 1+2 Ambassadors <p>Writing</p> <ul style="list-style-type: none"> Develop writing ambassadors/authors across the school and ELC Create and carry out parent / carer and pupil surveys to collect data around the understanding of a writing culture Create a robust programme for the teaching of grammar and handwriting Further develop approaches to moderation to enhance teacher professional judgement 	Term 2 - 4	<p>Almost all Languages/Writing/Numeracy lessons are evaluated as good or above</p> <p>Most teacher and pupils surveys will demonstrate an increase in knowledge, confidence and skills in Languages/Writing and Numeracy</p> <p>Almost all pupils will comment positively on their experiences in learning in Languages/Writing and Numeracy</p> <p>At least 90% of children will make good to very good progress from prior levels of attainment in writing, overall literacy and numeracy</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>In Primary 6 and 7 develop interventions in writing and listening and talking to positively impact overall literacy attainment</p> <p>In Primary 6 develop interventions in numeracy to positively impact on attainment</p> <p>Develop and embed maths recovery approaches across the school</p>	<ul style="list-style-type: none"> Look outwards at successful interventions within and out with West Lothian Council Personalise interventions to meet the needs of our children Collate baseline and comparable frequent assessments to show progress Develop specific target setting Develop approaches to ongoing communication with specific parents of identified children 	Term 2 -4	<p>Attainment in overall literacy will increase to at least 80% at the identified stages</p> <p>Targeted assessments will demonstrate good to very good progress in numeracy</p> <p>Most Parents will report strongly agree or agree when asked about being kept informed about children's progress</p> <p>Almost all children will be confident discussing their learning using the specific targets</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Develop a pupil profile for all learners from P1-7</p> <p>Embed the Southdale Skills Framework developed in session 2019-2020</p>	<ul style="list-style-type: none"> Plan a digital focus week to address any digital gaps Develop a P1-3 weekly reflection linking this to Seesaw Develop a P4-7 weekly reflection on Microsoft Teams and complemented through My World of Work Develop ways to share profiles with parents 	Term 3-4	<p>Almost all children will have moved up one point on the Southdale Skills Framework self-assessment tool</p> <p>Almost all children will be able to access and use their profile</p> <p>Through learning conversations almost all children will demonstrate through discussion an increased understanding of skills and progression</p>



ELC ACTION PLAN TO DELIVER SIP

2020 / 2021



Southdale Primary School and ELC - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Develop a consistent approach that restores and further develops the health and wellbeing of our children</p>	<ul style="list-style-type: none"> Two lead practitioners to take responsibility for HWB in the ELC Carry out a Health and Wellbeing indicators survey with all children Organise online support session from Caroline Jarvis from West Lothian College to help set up ELC outdoor area to accommodate all areas of development and ensuring children have a variety of experiences. Lead practitioner to develop weekly forest sessions Develop yoga sessions to encourage mindfulness. A lead practitioner to develop sensory area, including planting and growing. Embed circle games as part of group times Develop better community links with cluster schools. Parental settling in questionnaire to be carried out Further enhance the use of parents forum Wellbeing Indicators to be included in planning and wall display developed 	Term 1 -4	<p>Almost all children will respond with a smiley face to questionnaires following interventions</p> <p>Almost all stakeholders report to understanding safety practices within the school</p> <p>Almost all staff will develop nurturing approaches linked to trauma CLPL in their classrooms/setting</p> <p>Almost all stakeholders report to feeling involved in the change process</p> <p>Almost all staff respond strongly agree/agree to ethos questionnaire</p> <p>Almost all children will have progressed in HWB in progress trackers</p>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>Develop well planned learning in numeracy and mathematics , building on the Growth Mindset approach, to ensure appropriate progression and consistency across the school and ELC</p> <p>Further develop well planned learning in languages with a focus on listening and talking to ensure appropriate progression and consistency across the school and ELC</p> <p>Further develop well planned learning in writing with appropriate progression and consistency across the school and ELC</p>	<ul style="list-style-type: none"> Develop a robust planning systems with quality self-evaluation Progress tracker 'I Can' benchmarks visual displays Develop a 'focus child' approach to build a robust picture of individual child learning and next steps <p>Numeracy and Mathematics</p> <ul style="list-style-type: none"> Evaluate numeracy and mathematics resources and further develop including the use of outdoors Use of local community to allow children to see numeracy in real life context Specific numeracy and mathematics benchmarks identified and recorded through observations termly <p>1+2 Languages</p> <ul style="list-style-type: none"> Lead practitioner to take responsibility Link with school based languages specialist Further develop use of Digital Leaders <p>Writing</p> <ul style="list-style-type: none"> Complete baseline assessments Develop creative approaches to writing in bubbles Further develop opportunities to write across the four contexts for learning <p>Support for Learning</p> <ul style="list-style-type: none"> EYO to take lead role in working with PT to provide appropriate support Further develop partnership with outside agencies Submit application to Inclusion Fund for effective resources 	Term 2-4	<p>Almost all Languages/Writing/Numeracy observations are evaluated as good or above</p> <p>Possible Lines of Development (PLOD) demonstrate specific targets within floorbook planning and trackers</p> <p>Almost all children will have progressed in Listening and Talking/Writing and Numeracy in progress trackers</p> <p>Floorbooks will demonstrate that almost all pupils will comment positively on their experiences in learning in Languages/Writing and Numeracy</p> <p>Most Parents will report strongly agree or agree when asked about being kept informed about children's progress</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>In Primary 6 and 7 develop interventions in writing and listening and talking to positively impact overall literacy attainment</p> <p>In Primary 6 develop interventions in numeracy to positively impact on attainment</p> <p>Develop and embed maths recovery approaches across the school</p>	<p>Writing</p> <ul style="list-style-type: none"> Complete baseline assessments Develop creative approaches to writing in bubbles Further develop opportunities to write across the four contexts for learning <p>Support for Learning</p> <ul style="list-style-type: none"> EYO to take lead role in working with PT to provide appropriate support Further develop partnership with outside agencies Submit application to Inclusion Fund for effective resources 	Term 2 -4	
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Embed the Southdale Skills Framework developed in session 2019-2020</p> <p>Further development and enhance community links</p>	<ul style="list-style-type: none"> Develop reporting on skills through Learners Journals Develop links with local businesses Provide children the opportunity to be out in the community Make use of cluster sharing best practice 		<p>Almost all learners journals will reference Southdale Skills Framework</p> <p>Most Learner Journals will demonstrate parents engagement</p> <p>One business link will be developed to address improvement in curricular areas</p>