Dedridge Primary

2023 / 2024

Factors Influencing the Improvement Plan

<u>**School Factors**</u>

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Priorities

Equity Priorities

<u>**Local Authority Factors**</u>

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

<u>**National Factors**</u>

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? 4th 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
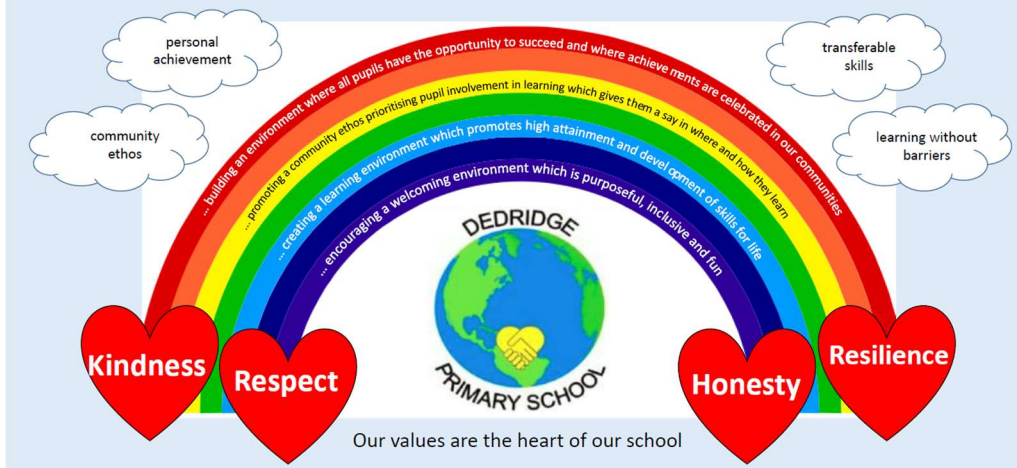

Vision, Values and Aims

Courage   **Relationships**   **Relevance**   **Values**

Dedridge Primary School's vision is to "take our learning over the rainbow".
We aim to do this by …

personal achievement

community ethos

transferable skills

learning without barriers

… building an environment where all pupils have the opportunity to succeed and where achievements are celebrated in our communities

… promoting a community ethos prioritising pupil involvement in learning which gives them a say in where and how they learn

… creating a learning environment which promotes high attainment and development of skills for life

… encouraging a welcoming environment which is purposeful, inclusive and fun

DEDRIDGE PRIMARY SCHOOL

Kindness   Respect   Honesty   Resilience

Our values are the heart of our school

Curriculum Rationale

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'. https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/

Courage   **Relationships**   **Relevance**   **Values**

*We recognise that <u>every child</u> enters with **courage**, **curiosity**, **creativity** and an authentic **excitement to learn.***

*We recognise that **every child** exists in a diverse, uncertain, and rapidly changing world.*

*Our practices, environment, and culture aim to enhance **every child's** ability to **think independently** and **produce their own questions, answers and ideas**. By developing **every child's** capacity to **increasingly assume ownership of learning** and contextualise this within **their** individual **passions and interests** the **emotional investment and intrinsic motivation** to gain new knowledge and skills will be maintained.*

*By contrast, we endeavour to ensure our practices, environment, and culture avoid **disconnecting learners from their surroundings, deny meaningful self-directed learning opportunities, or undervalue any ability or talent. No child** should become **disengaged or feel that experiences are irrelevant.***

*<u>Every child</u> will leave with **courage, curiosity, creativity** and an authentic **excitement to learn**, enriched with **competences and attitudes necessary to thrive and make meaningful contributions** as global citizens.*

*<u>Every child</u> will leave with the ability to **recognise and celebrate their unique strengths and confidently respond to the question "how are you successful**?*

Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan (maximum one side A4)

a)   Background - The context for the learners in your school
Dedridge Primary School has a current role of 189 which includes 30 children who are supported in our Enhanced Resource Base (ERB). Glenvue ELC is part of the campus and has a role of 40 children which includes eligible 2 year olds. The Head Teacher is supported by a Depute Head Teacher, a Principal Teacher who has a specific remit for PEF priorities and a Principal Teacher for mainstream. A Health and Wellbeing ethos permeates our school values and is at the core of learning within both Dedridge Primary School and Glenvue ELC. Both the nursery and the school are proud to offer an evolving and agile curriculum, with a play-based and exploratory approach to skills development placed firmly at the centre of our curriculum. Pupils are encouraged to think for themselves and skills such as creativity and critical thinking are a continuous focus throughout our conversations with pupils.

b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP) Our data shows that attainment in Literacy and Numeracy is good at all levels and has improved at all stages in 2022-23. Evidence clearly shows that our pupils have performed well at the end of the key reporting stages in P1, P4 and P7: by the end of Primary 1 the majority of our pupils have achieved Early level in Literacy and most of our pupils have achieved the expected standard in Numeracy; in Primary 4 the majority of leaners achieve First level in Literacy and Numeracy; and in Primary 7 the majority of learners are on track to achieve Second level Literacy and most have achieved Second level in Numeracy. Attainment in almost all stages of the school has increased for the current cohort of pupils. In terms of our SIMD breakdown, 25% of our learners live in Quintile 1, 54% live in Quintile 2, 15% live in Quintile 3, and 4% live in Quintile 4. We have no learners living in Quintile 5 areas. Overall, our Quintile 1 learners perform very slightly below our Quintile 2 and outperform our Quintile 3 learners in Literacy (Q1-70%; Q2-74%; Q3-55%) and Numeracy (Q1-70; Q2-78%; Q3-65%). Our girls outperform the boys in both Literacy and Numeracy in the school overall. In our June survey of health and wellbeing indicators, 48.6% of learners reported themselves as all greens, with 47.9% reporting with some ambers and 3.5% with some reds. This is an increase of 8.6% in the amount of 'greens' reported from the same time last year.

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b) What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

By June 2024, measures recorded throughout the year will emphasise an increased range of diversity in our curriculum

By June 2024, pupil surveys will show a 100% increase in confidence when discussing the impact of the relationships policy within the school

By April 2024, evidence will show a shared understanding on how feedback is used within the school

By May 2024, a shared understanding of data will have influenced teaching and learning procedures across the school

By June 2024, evidence form learning will show an increased understanding of the four capacities, four contexts for learning and skills development for all learners

Anywhere School - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
Improvement in all children and young people's wellbeing: By June 2024, measures recorded throughout the year will emphasise an increased range of diversity in our curriculum By June 2024, pupil surveys will show a 100% increase in confidence when discussing the impact of the relationships policy within the school **Placing the human rights and needs of every child and young person at the centre of education)**	☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Implement the relationships policy throughout the school • Use pupil and family conferences to measure the impact of the relationships policy • Develop the 'diversity and equality' section of the relationships policy with a focus on appropriate articles • Achieve gold level UNCRC award • Achieve silver reading schools award with a focus on diversity throughout our texts • Ensure the four capacities permeates our IDL approach • Ensure that the cost of the school day procedures impact positively upon children's HWB		The results of the pupil and parent ethos surveys will provide a baseline August / September – Collect and analyse Health and Wellbeing data will be collected and analysed in September, November, February and June. Interventions will be planned appropriately Pupil and family conferences held in the first term will measure the impact of the relationships policy
Raising attainment for all, particularly in literacy and numeracy(universal): By April 2024, evidence will show a shared understanding on how feedback is used within the school By May 2024, a shared understanding of data will have influenced teaching and learning procedures across the school **(Placing the human rights and needs of every child and young person at the centre of education)**	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Focus on article 29 and 30 (UNCRC) through developing the use of feedback throughout the school • Ensure a robust approach to Excellence and Equity procedures • Ensure a shared understanding of data across the school • Consider the cost of the school day when planning family engagement events		Evaluation from August Inservice day led by equity team Baseline of pupil and staff perceptions of feedback and how it is used will be baselined in September Evidence from teacher sprint on feedback (Jan – April) Evidence from pupil conference on how children feel feedback is used throughout the school. Repeat September survey and analyse progress Evidence from Excellence and Equity meetings Evidence gathered to support Excellence and Equity procedures Staff evaluation from the 3 times across the year that data is shared – 8/9 ,19/2, 7/5
Tackling the attainment gap between the most and least advantaged children (targeted):	☒School and ELC Improvement	*'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty*		Documented in PEF Plan

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Documented in PEF plan **(Placing the human rights and needs of every child and young person at the centre of education)**	☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	*related attainment gap. Each school's* **PEF Summary** *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* 📄2023 06 19 PEF Summary Statement Dedridge Primary.pptx *to view our PEF Summary and find out more about our use of Pupil Equity Funding.'*		
Improvement in employability skills and sustained, positive school leaver destinations for all young people: By June 2024, evidence form learning will show an increased understanding of the four capacities, four contexts for learning and skills development for all learners **(Placing the human rights and needs of every child and young person at the centre of education)**	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Implement the 'chapters approach' across P3-P7 • Develop profiling procedures to include skills / four contexts and four capacities • Develop relevant IDL approaches across the school with a focus on creative approaches		Evidence from pupil voice, family conference and profiles Champions group to analyse 2.6 as part of profiling work and 3.3 as part of work on creativity Baseline – what do pupils and parents think is relevant for children of today to know / develop? Inputs from social enterprise (15/8), Education Scotland – Anti-Racism presentation (16/10) Evidence from Skills Development Scotland mentoring program Pupil evidence from Bernhadt model