



West Lothian
Council



**BROXBURN PRIMARY SCHOOL
IMPROVEMENT PLAN**

2019/2020

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Improvement Plan within Broxburn Cluster
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible Early Learning and Childcare implementation

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

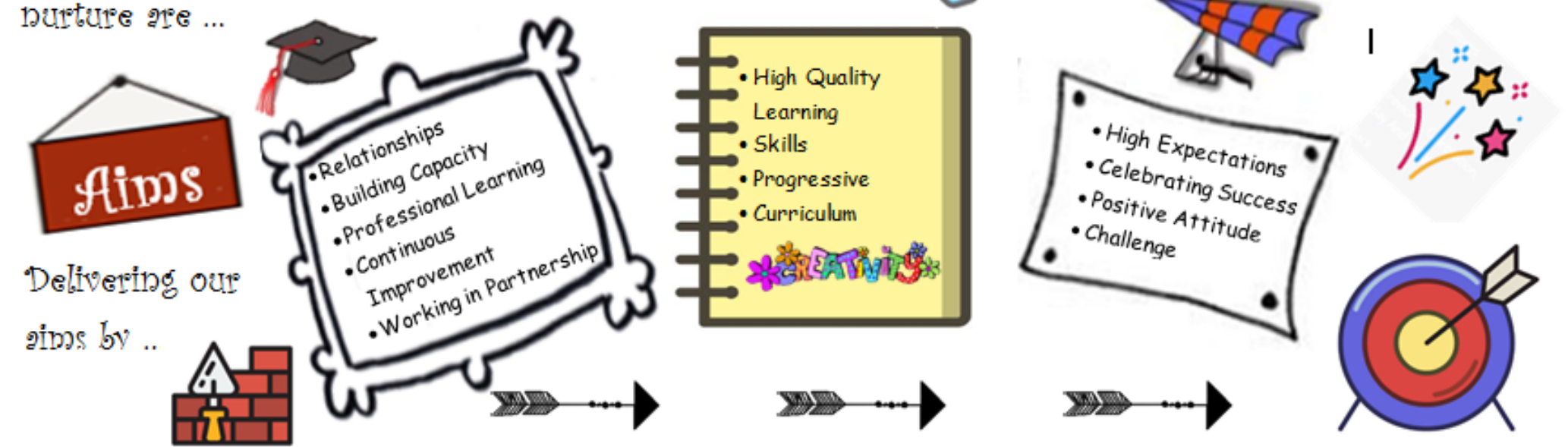
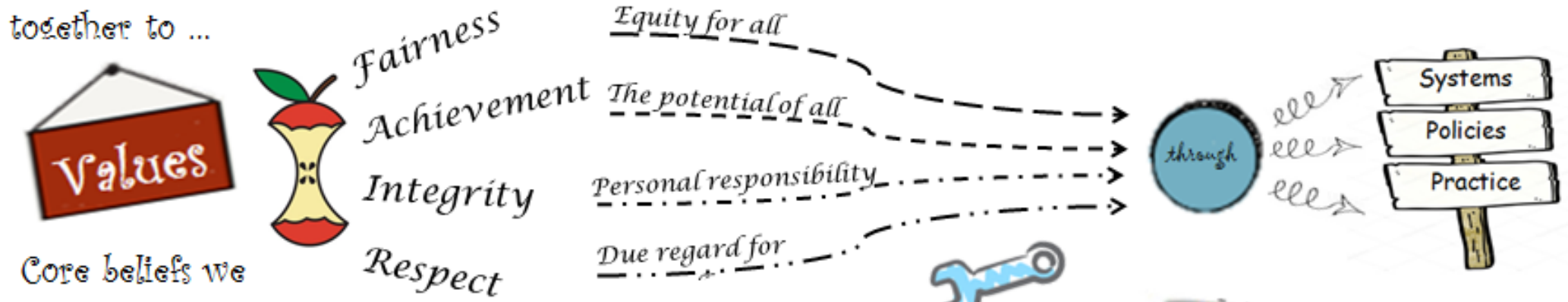
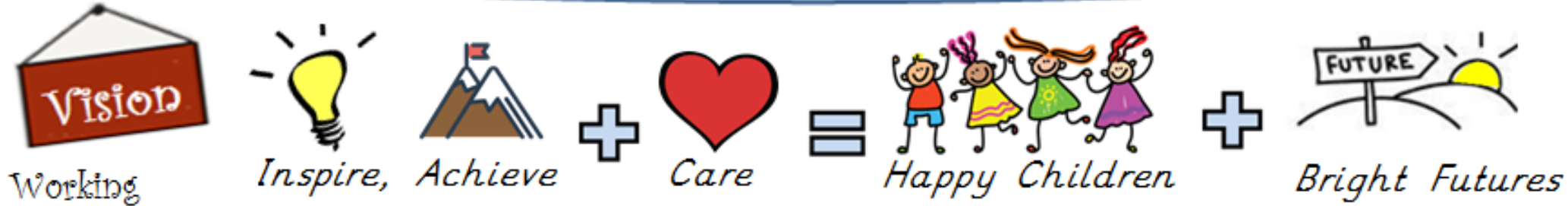
Building the Ambition

Child Protection Issues / Guidance

GTCS standards and professional update



BROXBURN PRIMARY SCHOOL



Contextual Data Analysis and Rationale for 2019/20 SIP

Background - The Head Teacher was appointed in August 2017 and has led improvements alongside the DHT, PT and acting PT. In September the school had a positive validation of its work by West Lothian Council. The VSE team found the following strengths in the school's work; appropriate breadth of learning across the curriculum, a clear focus on skills and good support from wider community partners. There is an increased consistency with regard to approaches to learning and teaching. There is a focus on ensuring increased pace and challenge for all learners, with a continuous focus of aspects of literacy and numeracy to meet the needs of learners and raise attainment. Staff use a wide range of attainment data to plan learning. The tracking and monitoring of progress focuses on the attainment of learners and evaluates the impact of interventions. During the last year the school improvement priorities have focussed on ensuring the children have access to a high quality learning and teaching across the curriculum. Through ongoing self-evaluation using HGIOELC and HGIOS4 further areas for development continue to be identified and as a learning community we are focused on ensuring that children make very good progress and that we continue to raise attainment for all.

Data - Our data demonstrates that there are significant gaps at First and Second Level within reading and writing, which impact on overall Literacy levels. Our data also shows that we are making improvements in children's achievement of a level at P1 and P7 through targeted interventions. The data demonstrates that the focus of targeted interventions should now become P4 and P5.

What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning? -

Our gap is the development of literacy skills, in particular reading and writing skills, leading to gaps within the fundamental skills needed to build upon, to ensure achievement of a level. This may be due to inconsistencies in learning, teaching and assessment and other factors such as children with EAL, ASD, early life experiences and ongoing family issues which have impacted on their early literacy experiences. Greater consistency within learning, teaching and assessment are a universal priority, with a focus on Reading and Numeracy. We have very few children in Quintile 1 and so our targeted intervention groups focus in SIMD 3 children with a FSM entitlement and include those children who experience barriers in literacy and numeracy or within their health and wellbeing, to enable them to succeed.

Summary/overview of proposal & non-negotiable outcomes - This session we will build on the successful interventions which showed positive impact, last session. As Health & Wellbeing is fundamental to raising attainment we will have interventions to support children to develop emotional resilience. Staff will provide focussed literacy and numeracy interventions at P4, P5 and P6, where the highest level of intervention is required. Our Nurture Teacher, SfL and PSWs will focus on groups of identified children to improve attainment in literacy and/or numeracy.

Broxburn Primary school - School Improvement Planning for Ensuring Excellence and Equity

School Priorities Linked to NIF Priorities	NIF Drivers	Proposed Actions	By	Measures of Success
Raising attainment for all, particularly in literacy and numeracy:				
Learners will experience high quality learning, teaching and assessment in all classrooms, across the curriculum, through practitioners CLPL and moderation.	<input checked="" type="checkbox"/> School Improvement <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	Implement Learning and Teaching and Assessment Action Plan to develop consistent practitioner pedagogy.	May 2020	Most observed learning experiences are evaluated as good or above. All curricular areas are planned for using refreshed progression pathways.
Learners will experience high quality learning in Reading, to develop reading skills through appropriate support and challenge.		Implement Reading action plan to develop progressive reading skills, led by Literacy Champion.		Almost all reading learning experiences are evaluated as good or above.
Learners will experience high quality learning in 1+2 languages with appropriate support and challenge.		Implement Modern Languages action plan led by 1 + 2 Cluster Leads.		Learning is planned and taught in all classes from P1 - P7. Most learners feedback positively about their learning in French.
Closing the attainment gap between the most and least advantaged children:				
<p>Currently 64% of SIMD 3 children attain in all areas of Literacy. Through targeted interventions 6% more of SIMD 3 learners will be on track to achieve the appropriate levels in all areas of literacy.</p> <p>Currently 73% of SIMD 3 children attain Numeracy. Through targeted interventions an additional 4% will be on track to achieve the appropriate level.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	Implement interventions identified through PEF impact document.	May 2020	<p>Performance information for SIMD 3 children on track, demonstrates a 6% increase from Track 1 to Track 4, in all areas of literacy.</p> <p>Performance information for SIMD 3 children on track, demonstrates a 4% increase from Track 1 to Track 4, in Numeracy.</p>
Improvement in all children and young people's wellbeing:				
Learners will experience a consistent, nurturing culture with high expectations of behaviour.	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Parental Engagement	Implement HWB Action Plan led by HWB champion	May 2020	<p>Almost all learners will report that they feel safe and supported in school</p> <p>Nurturing culture is evident within Better Relationships, Better Behaviour Policy</p>
Improvement in employability skills and sustained, positive school leaver destinations for all young people:				
Learners will develop digital skills, across learning.	<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	Implement Digital Learning Action Plan to use technology to support World of Work Skills	May 2020	Most children will be able to discuss skills for the world of work, how they are learning these and application of these within the world of employment.
Learners will use Profiling to demonstrate the application of skills across learning and the World of Work.		Implement Profiling Action Plan to use Profiling to identify application of skills within World of Work Skills.		