

CARMONDEAN PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2022 / 2023



RESPECT – ACHIEVE – INCLUDE – NURTURE



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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

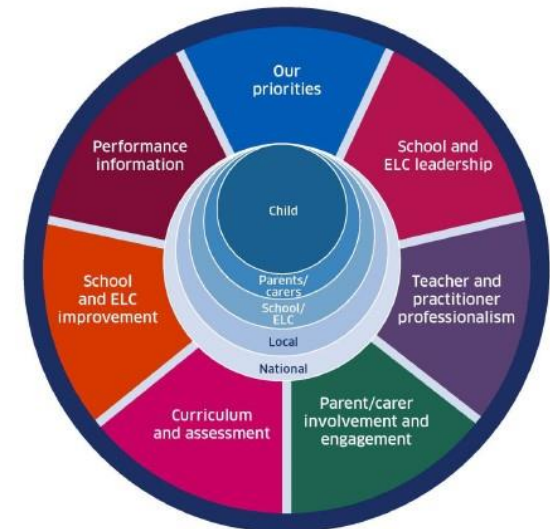
Local Authority Factors

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? 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



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Vision, Values and Aims



Our Vision

At Carmondean Primary School, our vision is, **'To be a vibrant learning community where we work together to support each child to reach their fullest potential.'** This vision is shared by our whole school team, our learners and their parents/carers.

Our Values

Our values are what makes Carmondean Primary School the unique learning environment that it is and have been decided in consultation with all stakeholders. They are: **Respect, Achieve, Include and Nurture.** These values permeate our culture and ethos, our curriculum and everything we do at Carmondean – we live and breathe them.

Curriculum Rationale

As does every school in Scotland, Carmondean Primary School follows Curriculum for Excellence overseen by the Scottish Government, Education Scotland, and West Lothian Council. Curriculum for Excellence (CfE) aims to give all learners four capacities: to be a 'Successful Learner', to be an 'Effective Contributor', to be a 'Responsible Citizen' and to be a 'Confident Individual'. CfE aims to develop these capacities in our learners through the four contexts for learning, i.e., Curriculum areas and subjects; Interdisciplinary learning; Ethos and life of the school and Opportunities for personal achievement. CfE aims to deliver a broad general education in the early and primary school years through a skills-based curriculum based on eight curriculum areas: Expressive Arts; Health and Wellbeing; Languages (including English, Gaidhlig, Gaelic learners and modern languages); Mathematics; Religious and Moral education; Sciences; Social Studies & Technologies. As well as these curriculum areas, opportunities are planned for to develop skills for learning, skills for life and skills for work. Within this broad description, Carmondean Primary School interprets CfE for our unique context and our individual learners.

Agile Learning Culture

In planning our curriculum, we must look to the kind of world our learners are living in now and will be living in in the future. The extended period of remote learning has given an indication of what may be possible in the realms of Digital Literacy and the opportunities now presented to us to utilise digital solutions both in school and at home for the planned period of blended learning. The agile learning culture must be responsive to the needs and aspirations of our learners and develop the knowledge and skills they will need for learning, life, and work in the future. A schematic of the 'Agile Learning Culture Model' is shown below:

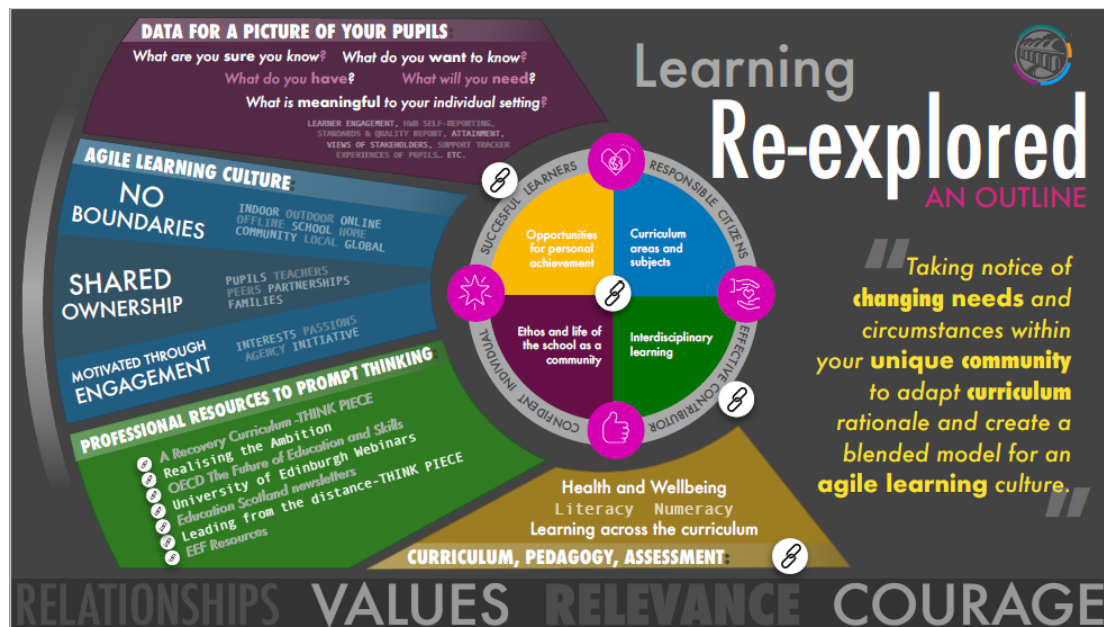


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All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

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/>



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Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan (maximum one side A4)

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

Carmondean Primary School is a non-denominational school serving the community of Carmondean, Livingston within the Deans Community High School Cluster. The current roll is 347 children in the primary school and 40/40 children in nursery. The school benefits from a mixed catchment area with a Free Meal Entitlement of 15.8%. Our roll is made up of: 25.6% Quintile 1, 15.5% Quintile 2, 21.9% Quintile 3, 7% Quintile 4 and 27.3% Quintile 5 (2.7% are undefined).

The Primary School has 14 classes and provides Early Learning and Childcare (ELC) for morning, afternoon and full-day sessions. Staffing consists of a Head Teacher, Depute Head Teacher, 1 Principal Teacher, 14 class teachers, 2 x part-time Additional Support Needs teachers and 7 Pupil Support Workers. The school also benefits from having 1 specialist teacher for PE and 2 Class Teachers for Art/Music. The ELC is led by the Depute Head Teacher and supported by 2 full-time Early-Years Officers. There are also 3 full-time ELC practitioners, 3 part-time ELC practitioners and 2 Pupil Support Workers.

The school is well supported by external agencies, for example, Speech and Language Therapy, Educational Psychology.

Carmondean Primary School is a Rights Respecting School (Gold) and is well-regarded in the community and by its partners. The school is also supported by a Parent Council and a Parent Staff Association. The school was inspected by HMI in February 2017 and had a positive validation of its work. In addition, a team from West Lothian Council visited the school in November, 2019 to assess how the action points suggested during inspection had been addressed. Strengths were well-behaved children who have a strong say in how the school improves and who experience high-quality teaching and learning. Collaborative staff understand the children's needs and positive relationships exist throughout the school.

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

Our 2021/22 data shows that attainment in literacy and numeracy at P1, P4 and P7 is very good, and in line with or above schools with similar contexts. Most children (75-90%) in P1, P4 and P7 achieved the expected Curriculum for Excellence levels in all curricular areas with almost all achieving in listening and talking and mathematics in P1, P2, P4, P5 and P6. Our P6 year group have over 90% of learners achieving across all tracked curricular areas. Targeted interventions in literacy and numeracy enabled children to continue to make progress in their learning across the school.

Our Quintile 1 data shows that most children are achieving within numeracy and mathematics in P1, P4, P5, P6 and P7 with almost all Quintile 1 children achieving within mathematics at P1, P2, P4 and P7. Within literacy most of our P1, P5 and P7 Quintile 1 children and the majority of our P2, P3, P4 and P6 children are achieving combined literacy.

Looking forward, we aim to further increase our attainment within literacy through embedding West Lothian writing targets, continuing writing moderation, embedding reciprocal reading strategies and implementing PM Oral Literacy. Within numeracy we aim to further develop staff confidence in using SEAL and Number Talks as a teaching tool to enhance children's number skills.

Within health and wellbeing, almost all of our children (over 90%) responded positively to the wellbeing indicators 'safe', 'nurturing' and 'responsible' with the majority of pupils responding positively to the other five indicators. Behaviour has become a more prominent feature within our school and we plan to engage closely with Education Scotland resources to develop staff knowledge on trauma informed practice throughout the 2022-2023 session in an attempt to tackle this escalation.



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Skill	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7	Overall
Reading	85.00%	79.17%	86.96%	84.62%	84.31%	92.16%	91.07%	86.18%
Writing	80.00%	75.00%	84.78%	88.46%	84.31%	89.80%	87.50%	84.26%
Listening & Talking	92.50%	95.83%	95.65%	98.08%	94.12%	100.00%	89.29%	95.07%
Literacy	77.50%	72.92%	82.61%	82.69%	84.31%	87.76%	87.50%	82.18%
Numeracy	87.50%	89.58%	86.96%	86.54%	92.16%	95.92%	87.50%	89.45%
Mathematics	97.50%	97.92%	89.13%	94.23%	92.16%	95.92%	89.29%	93.74%

Table 1 – Overall Attainment Summary – June 2022

Skill	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Reading	77.52%	85.63%	78.45%	100%	96.37%
Writing	75.71%	88.01%	75.67%	100%	93.03%
Listening & Talking	93.73%	92.46%	92.81%	100%	93.03%
Literacy	71.45%	85.63%	74.24%	100%	91.73%
Numeracy	85.99%	92.22%	80.59%	95.35%	97.47%
Mathematics	91.05%	93.41%	88.29%	100%	97.20%

Table 2 – Overall SIMD Summary – June 2022

Our data indicates that the gap between Quintile 1 and Quintile 5 learners in combined literacy has decreased by 2.53%. Within numeracy the gap has decreased by 7.11% and within mathematics the decrease is 6.06%.



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Carmondean Primary 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
<p>Improvement in all children and young people's wellbeing:</p> <p>To improve social and emotional wellbeing of all children by embedding the structured, progressive wellbeing programmes at P1-3 and P4-7.</p> <p>To reduce barriers to learning through trauma informed practice and self-regulation strategies.</p>	<input type="checkbox"/> School and EC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>To continue to develop the wellbeing buddy programme in P1 – P3.</p> <p>To continue to develop the Compassionate and Connected Classroom in P4 – P7.</p> <p>To improve Class Teacher's knowledge and understanding of the Zones of Regulation programme and use the methodology to support children to identify, address and use strategies to achieve self-control and emotional regulation.</p> <p>All staff to engage with the National Trauma Training Programme to increase their ability to deal with a range of behaviours.</p> <p>To embed the school values of Respect, Achieve, Include and Nurture within each classroom using scripted positive responses.</p> <p>Increase parental knowledge and understanding of how school staff manage a range of behaviours that impact on others.</p>	<p>August 22 – June 23</p> <p>August 22 – June 23</p> <p>August 22 – September 22</p> <p>August 22 – March 23</p> <p>August 22 – June 23</p> <p>August 22 – June 23</p>	<p>Pre and post self-assessment of wellbeing indicators by the children.</p> <p>Continue to monitor the daily emotional check-in approach to supporting children's wellbeing.</p> <p>Monitor forward plan evaluations.</p> <p>Evaluate the effectiveness of the National Trauma Training Programme and Zones of Regulation programme through pupil, staff and parent questionnaire.</p> <p>All staff using school values in everyday conversations.</p> <p>Questionnaire to gauge parent's understanding of how school staff manage behaviour within school policy.</p>
<p>Raising attainment for all, particularly in literacy and numeracy (universal):</p> <p>To develop the three components of a balanced reader (decoding, comprehension, fluency and phrasing).</p> <p>To improve children's ability to speak confidently and listen effectively using the PM oral literacy programme.</p> <p>To embed West Lothian's SharePoint resources for writing across the school.</p> <p>To ensure SEAL is integral to our approach to teaching numeracy.</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>All teaching staff to be trained by Marion Cochrane on the guided reading approach (to include the reciprocal reading strategies) across the school and cluster.</p> <p>All teaching staff to plan for and implement the guided reading approach to develop a balanced reader.</p> <p>All teaching staff to be supported by Marion Cochrane to implement the PM oral literacy programme to improve children's listening and talking.</p> <p>All teaching staff to continue to engage in writing moderation to ensure consistency of approach, to improve standards and to provide progression.</p> <p>All teaching staff to use SEAL to teach and assess children's numerical knowledge ensuring all gaps in learning are filled.</p>	<p>August 22 – June 23</p> <p>August 22 – June 23</p> <p>August 22 – June 23</p> <p>August 22 – June 23</p> <p>August 22 – June 23</p>	<p>Attainment meetings.</p> <p>SNSA at P1, P4 and P7.</p> <p>Learning conversations.</p> <p>Jotter monitoring.</p> <p>Focus groups.</p> <p>Teacher observations.</p> <p>Peer observations.</p> <p>5-minute box.</p> <p>SEAL assessments.</p>



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		At the early stages, continue to provide family learning groups to out 2 year old and pre-schoolers to support parents to improve their home learning environment.	August 22 – June 23	
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>To support all Quintile 1 learners to achieve their fullest potential.</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	Please refer to the separate Pupil Equity Fund Plan which ensures that children and young people affected by poverty achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing.	August 22 – June 23	Documented in PEF Plan
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Increase the achievements and skill development of all learners within and beyond the classroom.</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>Continue to embed play pedagogy within the early years and begin to increase knowledge and understanding of Froebelian principles.</p> <p>Engage staff with Education Scotland outdoor learning resources.</p> <p>Develop an outdoor learning strategy with pupils, staff and parents with an emphasis on improving the outside spaces.</p> <p>Revisit Curriculum for Excellence Experience and Outcomes in Science and the Science Progression Pathways to establish what Science looks like at each level.</p> <p>Increase staff skill in delivering high quality Science and STEM lessons at each level.</p> <p>Moderate Science across all levels.</p>	<p>August 22 – June 23</p> <p>September 22</p> <p>August 22 – June 23</p> <p>August 22 – October 22</p> <p>August 22 – June 23</p> <p>August 22 – June 23</p>	<p>Classroom observations.</p> <p>Monitoring Forwards Plans.</p> <p>Peer observations.</p> <p>Staff feedback.</p> <p>Feedback from STEM specialist.</p> <p>Pupil and staff questionnaire.</p> <p>Attainment data.</p>



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