



GREENRIGG SCHOOL SCHOOL IMPROVEMENT PLAN

2020 / 2021



Factors Influencing the Improvement Plan

School Factors

New HT from January 2020
New ELC extension being build between August 2020 and January 2021
Extensive repair work to the school building over 2020/21 session internally and externally
Coronavirus and school shut down between March and June 2020
Addressing improvement needs identified in the school's Self Evaluation procedures
Flexible early learning and childcare implementation
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
New PT (seconded) to join the senior leadership team from November 2020
Maternity cover of 2 full time teaching staff plus one probationer teacher

Local Authority Factors

Coronavirus and school shut down between March and June 2020
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 Engagement Framework
West Lothian's Early Years' Framework
Increased entitlement to early years' provision
1140 Hours expansion rollout impacted due to Coronavirus Pandemic

National Factors

Coronavirus and school shut down between March and June 2020
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



In Greenrigg Primary School, we pursue excellence in all aspects of our work. We are cognisant of the fact that due to the covid-19 pandemic that there needs to be an agility in the responsiveness of our curriculum and its delivery to ensure we provide the highest quality of educational experiences to support our young people. This is to enable them to build capacity to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We work tirelessly to ensure we get it right for every child and that all children are safe, healthy, achieving, nurtured, active, respected, responsible and included. In our every evolving and recently reviewed Curriculum Rationale we are guided and supported by the recovery route maps developed by the Moving Forward in Learning Groups and have based our approaches using this as a foundation and adapting according to our local context.

Our aspirational vision of: We Love, We Inspire and We Grow! Together we are Greenrigg! Resonates more than ever due to the impact this pandemic has had on our learners and through our values of team, nurture, respect and include alongside approaching the ever evolving situation globally, nationally and global we will have the courage to continue to meet the ever changing needs of our learners.



Our Shared Aims

- Our curriculum has been developed to prepare learners with the core skills needed for life, learning and work, through providing purposeful and relevant literacy, numeracy and Health and Wellbeing learning experiences.
- From the earliest stages we want to develop the necessary skills within our learners to become resilient as well as enable them to develop the four capacities of successful learners, confident individuals, effective contributors and responsible citizens
- Develop the relevant knowledge, skills and attributes to succeed in the modern world as a 21st century learner.
- Recognise each learner as a unique individual and celebrate their individuals achievements within and out with school
- Recognise the individual skills and qualities of our learners and personalize our approach to meet their wide-ranging needs ensuring excellence and equity.
- Provide progression through transitions and levels which will be closely monitored and tracked to ensure the opportunity of attainment and achievement at the highest level for all

**Curriculum Rationale is currently being revised, developed and consulted on with all stakeholders.*

Contextual Data Analysis and Rationale for 2020/21 School Improvement Plan
Attainment Data using Teacher Professional Judgement from Track 3 for all stages

Stage	Reading	Writing	Listening and Talking	Combined Literacy	Numeracy	Mathematics
P1	86.36%	95.45%	90.91%	77.27%	72.73%	100.00%
P2	76.47%	76.47%	88.24%	76.47%	82.35%	94.12%
P3	81.25%	75.00%	81.25%	75.00%	81.25%	81.25%
P4	86.36%	63.64%	90.91%	63.64%	90.91%	90.91%
P5	86.36%	63.64%	90.91%	63.64%	90.91%	90.91%
P6	85.71%	85.71%	100.00%	78.57%	78.57%	78.57%
P7	90.00%	90.00%	95.00%	90.00%	75.00%	75.00%

Background

Greenrigg Primary School is situated in the village of Greenrigg and is a non-denominational school catering for Nursery to P7. The village sits on the border with North Lanarkshire with a number of children coming to us from Harthill and Eastfield. We have also continued to enrolling an increasing number of children from the Heartlands area. Greenrigg is in the Whitburn Cluster and feeds into Whitburn Academy. In addition, each year we have P7 children who move on to secondary schools in North Lanarkshire. This session we have 132 children in the school and 24 children in the nursery. Staffing consists of a Head Teacher, one Principal Teacher, five full time Teachers and five part time teachers as well as a part time numeracy development teacher. In the nursery we have an Early Years Officer, two part time Nursery Nurses and two full time Nursery Nurses and two PSW. In the school we have four Pupil Support Workers, two catering assistants, one administrative assistant, and two facilities management assistants. There has been a need for everyone in the school community to be flexible in responding to changes which have included a staff absences, staff leaving and staff returning from maternity leave. The quality of accommodation in the school is satisfactory. We have an active Parent Council and the children benefit from a range of additional resources and opportunities thanks to fundraising efforts led by the PTA. Our children are happy, confident, caring and eager to learn and this is evident in the pupil ethos surveys and health and wellbeing indicator surveys completed. Our children have a strong voice and this will continue to be nurtured through recently established leadership teams across the school to involve them in improvements to bring about sustainable change.

Data

Our data shows that overall, attainment in literacy and numeracy is good. By the end of P1, most children attain the appropriate CfE levels in listening, talking and reading. In writing almost all children achieve early level by the end of P1. By the end of P4, the majority of learners achieved appropriate curriculum for excellence level in listening, talking, reading and writing and almost all in numeracy. There is particular scope to further improve the quality of children's writing, and overall literacy attainment, particularly across learning. In P7, almost all children achieve the appropriate curriculum for excellence level in listening, talking, reading and writing and most in numeracy. Therefore, consideration will be given to focus on progression within numeracy through planned school improvement priorities, children's understanding of number and number processes will continue to be developed. Attainment in numeracy and mathematics is good. Attainment data shows that most children in P1, P4 and P7 are achieving in line with national expectations. With a consistent focus on literacy through planned school improvement priorities children's understanding of the core elements of literacy will continue to be developed. The Senior Leadership Team meets regularly with all practitioners to create robust systems which analyse progress and achievement in core subjects against the National Benchmarks. SNSA assessments are administered annually with pupils in P1, P4 and P7. The results from these assessments are used to support teacher professional judgement. The Principal Teacher and Senior Leadership team create programmes of work for identified individuals where interventions and impact are measured and build this in consultation with all school staff.

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

Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
7.03%	39.84%	2.34%	50.48%	0%

Our target groups will be for identified children who experience barriers in literacy and numeracy, as well as some identified children requiring support to maintain high levels of attendance and punctuality. Emphasis is placed on ensuring the Health and Wellbeing of our children is at the core of all learning. We invest hugely on restorative approaches to support children in developing skills of resilience and confidence through emotion works approach and the allocation of our pupil support team to support wellbeing across classes as required. Approximately 3.13% of pupils in school have a diagnosis of Autism Spectrum Disorder (ASD) and communication support needs also. It is also important to note that our performance profile outlines 9.38% of our learners experiencing family issues as well as 8.59% experiencing social, emotional and behavioural difficulties. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, significant periods of missed education, focus and concentration continue to be contributing factors for our learners. Attachment difficulties have had a significant impact on a few learners and the attainment of a small number of children in a few classes. Attendance has dropped ever so slightly by 0.70% to 93.06%. However remains consistent on average in line with previous years of 93%.

Summary/overview of proposal & non-negotiable outcomes

Individual targets for identified children will be set in consultation with parents and monitored on a regular basis. Pupil Support Workers (PSW) will be retained to provide focussed literacy and numeracy interventions particularly at P4 and P5 due to the track 3 data. The Principal Teacher will work alongside teachers and (PSWs) to focus on small target groups of identified children who are in Quintile 1, are LAAC or have ASD. These targeted interventions will be focussed on improving the attainment in literacy and/or numeracy. 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 identified children to overcome barriers to learning and raise their aspirations for what they are able to achieve. We expect to see a sustained increase in pupil attainment. For ASD pupils we expect to see a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs. We will look at innovative ways to offer family engagement sessions in the ELC through PEEP and also to the wider school based around the families in action programme and with this we expect to see an increase in parental engagement.

Greenrigg Primary School - School Improvement Planning 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>Learners, staff and parents/carers understand the wellbeing indicators and learners can effectively use these to self-report on their wellbeing.</p> <p>All to embed the agreed vision, values and aims to promote and support a positive ethos for all within the school community.</p>	<p>Ensure all learners have the knowledge and understanding to self-report on the wellbeing indicators and be confident that their trusted adult will act on their responses.</p> <p>Implement a consistent health and wellbeing approach informed by the WLC curriculum pathways to develop children's resilience and wellbeing linked with the school values and emotion works</p> <p>Revise and implement Positive Relationships Policy involving views of all stakeholders with a foundation of restorative justice</p> <p>Audit against rights respecting schools and apply for Bronze award</p>	<p>Termly</p> <p>August 2020</p> <p>February 2021 – June 2021</p> <p>January 2021</p>	<p>How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future?</p> <p>To what extent does our school community have ownership of our vision, aims and values?</p> <p>Young people are confidently able to self-report on their wellbeing to provide a baseline for future improvement</p> <p>Observations/focus groups highlight that learners are increasingly able and confident in describing and regulating their emotions.</p> <p>Parental/Pupil and Staff ethos survey information linked with HGIOURS (Health and Wellbeing)</p> <p>Positive relationship policy adopted with all taking responsibility and actions focused on resolution and finding solutions.</p>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>Learning is enriched for all learners through research led improvements in pedagogy in literacy and numeracy leading to improved outcomes for all learners</p> <p>Learners are more involved in dialogue about the learning process, are able to talk confidently about their learning and skills, are able to assess their own progress and can identify next steps.</p> <p>Increased staff confidence in the process of moderation and achievement of a level with enhanced consistency of professional judgement at school and cluster in literacy.</p>	<p>All pupils will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning linked with QI 2.3</p> <p>All children receive regular, well-planned learning in Writing. Learning opportunities provide appropriate progression in reading, spelling, grammar and punctuation development and high quality learning experiences linked with a clear programme of study across the four contexts of learning.</p> <p>Evaluate and develop the reading programme across the school to ensure that there is consistency and progression with a particular focus upon First to second Level.</p> <p>Review pedagogical core planning in relation to numeracy and maths linked with revised WLC progression pathways and create clear guidance and policy for practitioners</p> <p>Further develop digital learning to support in-school and learning at home, ensuring that all families have access to hardware as required to support the learning process for equitable opportunities for all children linked with digital schools award</p>	<p>Termly</p> <p>August 2020</p> <p>Ongoing</p> <p>January 2021</p> <p>Ongoing</p>	<p>How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?</p> <p>Almost all of observed lessons include key features of learning, teaching and assessment policy features. At least 90% of observed lessons are good or above across all subject areas</p> <p>Almost all pupils, through focus groups, feedback positively about their learning in Numeracy and Literacy and are able to speak confidently about their learning as well demonstrate and share clear targets and next steps</p> <p>Learners will evidence opportunities to write across the 4 context for learning.</p> <p>Learners will experience a progressive and coherent Reading programme</p> <p>At least 90% of observed lessons are good or above across all subject areas</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Through targeted interventions, identified learners to increase achievement of literacy and numeracy levels in line with local and national targets.</p> <p>Learner attainment is raised through Pupil Support staff being able to confidently deliver agreed interventions.</p>	<p>Learners are more involved in dialogue about the learning process, are able to talk confidently about their learning, skills used, assess their own progress and identify next steps</p> <p>Tracking and monitoring information supports planning, learning, teaching and assessment to best meet the needs of all of our pupils.</p> <p>Ensure all children have access to equipment, resources and supports to support engagement in home learning activities including homework.</p> <p>Ensure all children have support in school to targeted support to close gaps in their learning (as identified through observation in the first instance).</p> <p>Further develop digital learning to support in-school and learning at home, ensuring that all families have access to hardware as required to support the learning process for equitable opportunities for all children</p>	<p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>How do we know if personalised support is having the desired impact of improving outcomes for learners?</p> <p>How effectively do we involve parents and partner to ensure learners benefit from the right support at the right time including next steps in learning, changes and choices?</p> <p>In attainment meetings, all staff refer to a range of appropriate data to justify approaches to teaching and learning and interventions and to support professional judgement, which is in line with SNSA data.</p> <p>All agreed interventions will be reviewed through professional dialogue and monitoring on an ongoing basis by SLT to ensure they are making the desired impact ensuring excellence and equity for all learners.</p> <p>Tracking and data will highlight almost all learners have made progress within their level. Results show increased confidence in writing and overall literacy for most learners.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All pupils increase their understanding of the links between their learning and skills for work, set themselves goals and start thinking about what they need to achieve these.</p>	<p>Ensure learners experience a curriculum relevant to their school and community taking into consideration the careers education standards and progressive skill development framework to develop pupil leadership school wide with reference to HGIOURS framework.</p> <p>Ensure learners are increasingly having experiencing learning that develops their skills for learning, life and work through a challenging and engaging interdisciplinary approach based on a clear curriculum design.</p>	<p>January 2021</p> <p>October 2020 - June 2021</p> <p>Ongoing/ Termly</p>	<p>How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future?</p> <p>Learners learning conversations demonstrate a greater ability to discuss skills learned and how these relate to the world of work.</p> <p>Learners actions linked to the development of skills for learning, life and work to be proactive in making noticeable changes to the school environment through a clear action plan supported by adults</p>