

HARRYSMUIR LEARNING COMMUNITY IMPROVEMENT PLAN

2019 / 2020



Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Joining of Harrysmuir Primary School, Inveralmond Early Years Centre & Ladywell Nursery School to form Harrysmuir Learning Community
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



At Harrysmuir Primary our vision is to:

*'Work together to develop lifelong learners who will aspire to be the best that they can be.'
Successful learners, confident individuals, effective contributors and responsible citizens.'*

Our values: Respect, Determination, Kindness, Responsibility and Happiness

Through embedding our vision and values we aim:

- *To ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences.*
- *To ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence*
- *To provide the highest quality of learning and teaching experiences that enable pupils to enjoy their education and develop positive attitudes towards learning.*
- *To provide a welcoming, safe and caring environment in which each learner is valued and supported.*
- *To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.*
- *To provide effective support systems for all learners which promote personal and social development which underpin academic achievement.*
- *To provide pupils opportunities to develop knowledge and understanding, in relation to their duties and responsibilities of citizenship in a democratic society.*
- *To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.*
- *To develop in our pupils' creativity and ambition through the curricular and extra-curricular experiences offered by the school.*
- *To ensure good health in all young people through strategies which promote physical and mental well-being and self-esteem.*

Curriculum Rationale and design for the Primary School can be accessed on the school website and through the school app.

<https://harrysmuirprimary.westlothian.org.uk/>

At Inveralmond Early Years Centre and Ladywell Nursery School our motto is "Play, Learn and Grow Together"

We want all children to be inspired, creative, explore and discover the world around them through engagement in rich, meaningful play-based experiences. We believe our children to be competent, capable, responsible and resourceful, supporting them in partnership with their families to reach their full potential.

Our **pupils, parents, staff** value:

- *open and positive relationships*
- *child-led learning through play*
- *care and compassion*
- *nurture and holistic development*
- *equality and equity*
- *Rights of the Child*

We will:

- *provide rich and engaging play experiences in consultation with children, responding to their interests and needs*
- *identify appropriate next steps in learning for each child that build on previous experience using high quality observation and assessment information*
- *support all children to develop socially and emotionally forming positive relationships with other children and adults in the Early Learning and Childcare setting*
- *provide a welcoming, warm, safe, secure, caring and healthy environment that meets the needs of all children and families*
- *support parents/carers in their role and involve them in the life of the centre*
- *work in partnership with outside agencies to meet the needs of children and families*
- *work together effectively as a team, supporting each other to develop professional knowledge, responsibility and leadership skills*
- *work in partnership with parents/carers to share the pedagogical approach that underpins our practice*
- *continue to develop effective methods of communication with parents/carers that best suits their needs*
- *value and respect everyone without discrimination*
- *foster positive attitudes towards the environment and our community*

Contextual Data Analysis and Rationale for 2019/20 School Improvement Plan

a) Background

Harrysmuir Primary School has a current roll of 415 and a FME entitlement of 30%. 83% of our children in the school live within decile 2 and 3 with only 9% living within Decile bands 9 and 10. Inveralmond Early Years Centre and Ladywell Nursery School has a shared roll of 164 children. In December 2018, the current Headteacher was appointed to lead Harrysmuir Learning Community which encompasses Harrysmuir Primary School, Inveralmond Early Years Centre and Ladywell Nursery School. In session 2019/20, the Senior Leadership Team will include the Headteacher, a Depute HT (Early Level), an Acting Depute HT (First and Second Level), 2 x Principal Teachers and 2 x Early Years Officers. The Primary School will have a 15 class structure including a composite P2/1 class. Numeracy, Learning and Teaching and Emotional Wellbeing have been the core features of the school's improvement work over the past 2 years. The inclusive, nurturing ethos permeates our school. As a result most children, staff and stakeholders feel valued and respected with happy, caring children who are eager to learn.

b) Data

Our data shows that overall, attainment in literacy and numeracy is satisfactory. By the end of P1, almost all children attain the appropriate CfE levels in listening & talking. In reading, writing and numeracy, the majority of children attain early level by the end of P1. By the end of P4, most children attain the appropriate CfE level in reading, listening & talking and numeracy with the majority attaining writing. By the end of P7, almost all children attain the appropriate CFE level in listening & talking with most attaining reading and the majority attaining writing and numeracy. Attainment at Early Level is lower than First and Second levels and this will be a focus for us as we move forward. With a consistent focus on numeracy and writing in particular across the school, through planned school improvement priorities, we expect children's understanding of number and number processes and, writing for a purpose, will continue to be developed.

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

A number of our identified children experience gaps due to being Care Experienced, ASD, moderate learning difficulties/dyslexia, low attendance/high lateness, early life experiences and ongoing family issues which have an impact on their aspirations for learning. Our target groups will be for identified children who experience barriers in literacy and numeracy, as well as all identified children requiring support to maintain high levels of attendance and emotional support. Further analysis of our teacher judgement data shows that on average, 17% of our pupils are off track in reading and 20% are off track in writing and numeracy. 15% of our quintile 1 children are off track in reading, 17% in writing and 23% in numeracy. The barriers to learning here are varied with no single cause, however attendance/lateness, identified learning difficulties and mental wellbeing are all contributing factors. Approximately 5% of pupils in school have a diagnosis of Autism Spectrum Disorder (ASD) or are currently being assessed for ASD. 1% have a dual diagnosis of ASD and ADHD. For some of our children with ASD, attainment is significantly behind those of the rest of the school. Here the barriers to learning are more complex however there is scope for improving the experience within a highly differentiated and tailored curriculum..

d) Summary/overview of proposal & non-negotiable outcomes

We propose to employ a new Family Support Worker to engage and support identified children and families on improving attendance levels. Individual targets for children will be set in consultation with parents and monitored on a regular basis with support from the AIMS team. Pupil Support Workers (PSW) will be retained to provide focussed literacy and numeracy interventions at Primary 2, 5 and 6 where the larger gaps are. These targeted interventions will be focussed on improving the attainment in literacy and/or numeracy with identified children. 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 them to overcome barriers to learning and raise their aspirations for what they are able to achieve. We expect to see an increase in pupil attainment and decrease in off-task behaviours which disrupt learning. 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 continue with PEEP sessions for our nursery children and through this and other activities, we expect to see an increase in parental/carer engagement at this level and in the vocabulary development.

Harrysmuir Primary School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	Proposed Actions	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>All pupils will experience high quality learning and teaching in all classrooms and outdoors, by engaging practitioners in supported professional learning.</p> <p>All children receive regular, well-planned learning in writing and numeracy.</p> <p>All children receive regular, well-planned learning in STEM. Learning opportunities provide appropriate progression in STEM skills and high quality learning experiences.</p>	<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 <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Implement Action Plan led by Learning & Teaching Working Party including an updated Learning & Teaching Policy, Assessment & Moderation Policy - Continue to enhance and enrich our outdoor spaces to support learning. - Individual PRD targets are focussed on pedagogical practice including upskilling knowledge of developmental progression to inform next step's in learning. - Implement Literacy Action Plan with a focus on CLPL for the teaching of writing and the introduction of a structured writing programme. - Develop STEM CLPL based on staff needs - Develop shared understanding of high quality learning, teaching and assessment experiences in STEM. Implement and evaluate approaches, supported by STEM development officer. - Develop flexible, progressive frameworks for identified aspects of STEM from Early to Second Level. 		<p>At least 90% of observed lessons are good or above across all subject areas</p> <p>At least 80% of stakeholders reporting agree or above in stakeholder survey L& T questions .</p> <p>75% of P1, 4 and 7 pupils achieve expected levels in writing.</p> <p>The majority of STEM learning experiences are evaluated as good or above.</p> <p>Almost all pupils, through focus groups, feedback positively about their learning in STEM</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Through targeted interventions, 70% of our children in Quintile 1 are achieving Early Level in Literacy and 75% in Numeracy by the end of P1. 70% of our young people in Quintile 1 are achieving First Level in Literacy and 80% in Numeracy by the end of P4. 85% of our children in Quintile 1 are achieving Second Level in Literacy and 80% in Numeracy by the end of P4.</p> <p>Increase and sustain attendance for 90% of our children in Quintile 1 to above 90%</p>	<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 <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Implement Literacy Action Plan focussing on specific interventions (Word Boost, Narrative Groups, Box Clever & 5 min literacy boxes) for identified pupils. - Implement Numeracy Action Plan focussing on use of specific interventions (peer tutoring, 5 min numeracy & SEAL catch up boxes) with identified pupils. - Implement Parental Engagement Plan including attendance interventions and employ Family Support Worker. 		<p>Target achieved in CfE levels supported by ongoing tracking.</p> <p>Target achieved in attendance</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>Young people in P4-P7 are able to self-report on their wellbeing to provide a baseline for future improvement</p>	<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 type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Implement HWB Action Plan led by Health and Wellbeing Group. - All P4-7 children to complete Wellbeing and Attitudes to Learning Survey at start and end of session - Implement new Climate for Learning and Anti-Bullying Policies. 		<p>Focus groups of children/P4-7 class wellbeing survey results evaluating wellbeing leading to > 90% reported understanding of wellbeing indicators.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To embed the Career Education Standard in all aspects of the curriculum</p>	<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 type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Implement DYW Action Plan Point 4 on Career Education Standard - Continue to develop partnership working within the local community. 		<p>Teacher planning and whole school surveys and focus groups highlight an increasing awareness and use of links between skills, subjects and future career pathways.</p>

