



Knightsridge Primary School

SCHOOL IMPROVEMENT PLAN

2023/ 2024



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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



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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

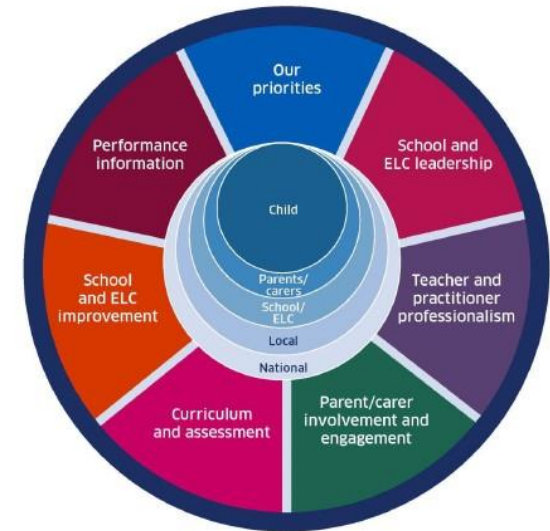
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan

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 & Aims statement: *Knightsridge learners will receive a quality learning experience with positive outcomes for all learners where achievement and attainment is encouraged and celebrated at all levels. We are committed to working in partnership with all our stakeholders to break down barriers for all. Inclusion is fundamental to work at Knightsridge as we aim to Be the Best We Can Be.*

1. Our School Aims

At Knightsridge Primary School we aim to:

- create a welcoming and happy environment where all achievement and attainment is celebrated
- listen to and consider all points of view
- provide a variety of stimulating opportunities and experiences to maximise potential
- equip children with the skills for learning, life and work
- recognise and support different styles of learning and teaching
- work in partnership within our school and the wider community

Our Values- **Kindness** **Perseverance** **Success**

Our values guide the way we work.

Together we will:

- respect and look after each other and the world around us
- actively encourage and promote health and wellbeing
- foster a positive mindset and a nurturing approach
- create a challenging, engaging and responsive environment
- provide a safe, supportive and inclusive community where we value everyone
- build on the strengths, interests and aspirations of all
- promote equal opportunities, respect diversity and value the special contribution everyone can make



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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/>

Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan

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

Knightsridge Primary School has a current roll of 255 pupils. We have a 12 class structure with composite classes at Primary 3/2 and Primary 7/6. We have created a full-time Small Class Setting. An afternoon infant Nurture class provides our youngest learners with support to develop social and emotional skills. Our secondary school is Deans Community High School. The Leadership Team consists of a seconded Head Teacher, Acting Deputy Head Teacher and a Principal Teacher. The staff team are committed to school improvement and have a good awareness of the context of the school. The majority of our learners are represented in quintile 1.

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

Our 2022/23 data shows that attainment in literacy and numeracy is good, however it is lower than comparator schools. The majority of our learners (59-74%) are on track in literacy and numeracy across all stages of the school. In most stages of the school girls attained higher than boys in both literacy and numeracy with a few anomalies. Almost all stages in the school saw an improvement in attainment from session 2021/22. Targeted intervention has allowed an improvement in attainment for learners represented in quintile 1 in almost all stages of the school and saw learners make progress in both literacy and numeracy. We have learners who face different challenges in their learning and our committed staff team ensure support is in place for both learning as well as emotional support. Feedback from our Pupil and Parent Ethos survey indicated that almost all pupils feel safe and are respected by adults in school and that most of our pupils and parents were unsure about how the school manages bullying incidents. During pupil focus groups, pupils shared that they would like to lead their learning, do more digital learning and learn about the world of work.

c) What are our improvement priorities?

To increase opportunities for family and community learning

To develop our Equality and Diversity policy, including positive relationship and anti-bullying strategy

To review our raising attainment strategy to ensure all learners are making progress

To develop our understanding of pedagogy in numeracy and mathematics (cluster improvement priority)

Continue to develop our rationale for our curriculum, involving all stake holders to create a relevant and inspiring curriculum to meet the needs of our learners



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Knightsridge 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
Improvement in all children and young people's wellbeing: Establish and implement a Equality and Diversity Policy for Knightsridge Primary School. (Placing the human rights and needs of every child and young person at the centre of education)	<input 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	Use of UNCRC toolkit to recognise and realise children's rights in the life and work of the school- continue to work towards Gold Engagement with Education Scotland/West Lothian Council pilot to develop Equalities Education Policy Refresh of Positive Relationships Policy and Anti Bullying Strategy in line with UNCRC Develop strategies to track and provide equity to pupils' wider achievements	Ongoing Term 1 Dec 2023 Jan-Apr 2024	Planned Quality Improvement activities will evidence implementation of UNCRC and schools Positive Relationship Policy Feedback from parents/partners Gold UNCRC Award and tracked evidence Comparison on Pupil/Parent Ethos survey 2022-2023 Evidence and impact from HGIOS 4 (QI 3.1)
Raising attainment for all, particularly in literacy and numeracy(universal): Raise attainment in literacy and numeracy through embedding a consistent and strategic approach to planning for learning, teaching and assessment in literacy and numeracy. (Placing the human rights and needs of every child and young person at the centre of education)	<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	Evaluate raising attainment approaches and develop strategy for raising attainment in literacy and numeracy <u>Numeracy- Cluster Improvement Priority</u> Cluster moderation in numeracy and mathematics Continue to embed numeracy and mathematics progression pathways and review assessment approaches Staff professional reading and enquiry using 'Building Thinking Classrooms' by Peter Liljedahl in P6/7.	By Apr 24 Ongoing Ongoing Dec 23	Improvement in literacy attainment by 4% across all areas of the school Feedback from staff and pupils Staff confidence survey- improvement from baseline Observed numeracy lessons to be graded good or above in almost all lessons (HGIOS 4) Improvement in numeracy attainment by 3% across all areas of the school
Ensuring Equity and Tackling the Poverty Related Attainment Gap (targeted): Achieve equity for all learners through continued intervention and tracking of wider achievements (Placing the human rights and needs of every child and young person at the centre of education)	<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	<i>All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty 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 see PEF summary below.</i>	Ongoing	Documented in PEF Plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people: Development of curriculum rationale, placing the rights of the child at the centre, which is matched to the school's unique context. (Placing the human rights and needs of every child and young person at the centre of education)	<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	Develop a rationale for the curriculum with involvement from all stakeholders to include interdisciplinary learning, outdoor learning, digital learning, play based learning, skills and community learning, keeping the 4 capacities and UNCRC at the core. Increase opportunities and create a strategy for family and community learning Integrate Meta Skills in our curriculum	Aug-Jun	Staff/pupil/parent questionnaires Parent/carer feedback from parental engagement sessions Audit of digital learning- Digital Schools Award Parent/Pupil Ethos Surveys Evidence and impact from UNCRC toolkit Evidence and impact from school self-evaluation <ul style="list-style-type: none"> • HGIOS 4 • HGIOS CLD



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Pupil Equity Funding Summary

2023-2024



Knightsridge Primary School received £134,750 of pupil equity funding for the year 2023-24 to ensure equity and tackle the poverty related attainment gap.

Our Key Priorities	Our Key Activities
Improved Pupil Attendance	Our school's Family Link Worker will be engaging with parents to improve attendance and late coming Our school is working with West Lothian's equity team to improve attendance at school
Improving our learning and teaching	Staff training on effective differentiation of learning Targeted support to analyse school data and use effective targeted interventions for identified stages and groups Self-reflection of classroom environments through engagement with the 'The Equitable Classroom' Targeted literacy and numeracy interventions for identified groups and individuals Cluster focus on improving numeracy and mathematics This will be realised through engagement with <ul style="list-style-type: none"> • West Lothian Equity Team • Literacy Pedagogy Officer • Cluster Development Leads
Promoting the Health and Wellbeing of our pupils	Skills based curriculum interventions to improve pupil participation, engagement and wellbeing Targeted nurture groups to promote wellbeing, focused on developing key social and emotional skills
Parental Involvement and engaging and reducing the cost of the school day	Developing positive relationships with our parent forum and consult with them on the needs of our pupils and community Develop partnerships through our Family Link Worker with community groups Consult with our whole school community the 'cost of the school day' and how we can reduce this
Participatory Budgeting	Our pupils will lead our participatory budgeting, consulting with our whole school community to plan a project to provide equity for all learners



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