



LIVINGSTON VILLAGE PRIMARY SCHOOL IMPROVEMENT PLAN

2018 / 2019



Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Plan
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
Delivering Better Outcomes
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian's Early Years' Framework
West Lothian Parental 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
Standardised Assessments
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update
Effective moderation processes (internal and external) to inform the achievement of a CfE level
Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing





Vision, Values & Aims statement

School Motto - Learn Value Persevere Succeed

Vision - We are committed to and passionate about our school. We will work together to create a thriving community where all children can achieve their greatest potential. We will go all out to make sure our relationships are based on trust, equality and fairness. And as a team, we will give of our best as we develop knowledge and skills for life, learning and work.

Values - Perseverance Respect Aspiration Compassion Equality

Aims

- Encourage a welcoming, caring environment where everyone can flourish, be valued, feel respected.
- Deliver world class learning and teaching, enabling pupils to engage, develop resilience and build positive attitudes to learning and life.
- Promote and develop leadership throughout the school.
- Champion effective partnership working with home, agencies and the wider community.
- Empower our children to impact change through understanding local and global issues.

Values
 Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

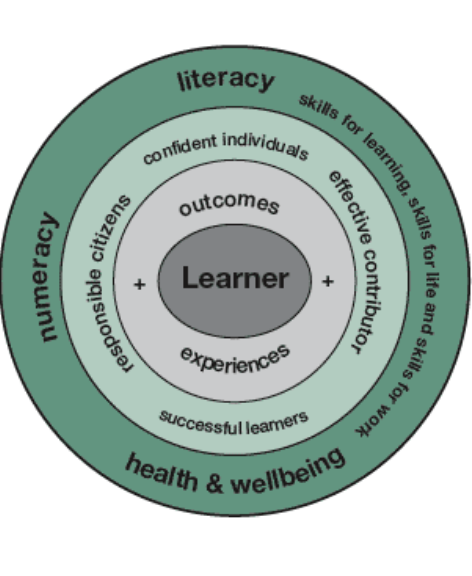
Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

Experiences and outcomes set out expectations for learning and development in:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

Personal Support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

Principles of curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Arrangements for support the purposes of learning

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

Livingston Village Primary School			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 QIs	Proposed Actions	By Whom	By When	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
Raising attainment for all: <ul style="list-style-type: none"> The updated strategic overview is being used more effectively to ensure a shared understanding of the purpose and design of the curriculum. Our curriculum has a clearer vision and rationale shaped by the shared values of the school and its community. Our curriculum is grounded in our renewed commitment to securing children's rights and wellbeing. There is an increased level of engagement with the Tapestry programme and staff are able to feedback more effectively to inform and support progress in learning. Improved high quality feedback enables learners to have a more accurate understanding of their progress in learning and what they need to do to improve. Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum. 	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>2.2</p>	<ul style="list-style-type: none"> SLT to consult with all stakeholders and create a strategic overview which will be used to ensure a shared understanding of the purpose and design of the curriculum. Staff to review and revise the curriculum rationale based on the new Education Scotland curriculum statement and take account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity and sustainable development education and international engagement. Engage whole school community in promoting the Vision, Values, Aims and curriculum rationale on a daily basis through assemblies and classroom practice. Identify lead members of staff for Rights Respecting School, Eco Schools, enterprise, sustainable development and international engagement. Audit current practice and refresh curriculum planners. Complete delivery of programme of CLPL through Tapestry training sessions with a focus on feedback and effective use of assessment is for learning strategies. Increase staff and pupil engagement in self and peer assessments to improve learning. Staff to agree on practices and systems for recording learner reflections and evaluations on learning and identification of next steps. All learners reflect on their learning weekly and contribute to learner profiles and school blog. P3-7 enter reflections into Didbook, P1-2 create paper profiles. Staff to engage in regular moderation activities and professional dialogue using assessment information and benchmarks to increase confidence in professional judgement in the achievement of a level. 	<p>SLT Stakeholders</p> <p>All staff</p> <p>All staff Pupils</p> <p>CT</p> <p>SLT CT</p> <p>CT Pupils</p> <p>SLT CT</p> <p>CT Pupils</p> <p>SLT CT</p>	<p>Dec18</p> <p>Dec18</p> <p>Dec18</p> <p>Dec18</p> <p>Nov 18</p> <p>Dec 18</p> <p>Dec 18</p> <p>Dec 18</p> <p>Sept 18</p>	<p>Self-Evaluation Activities including school community views</p> <p>Pupil learning conversations</p> <p>Staff evaluations and professional dialogue</p> <p>Classroom observations</p> <p>Challenge Question: <i>How well do we enable all children to engage in self-and peer-assessment to improve their learning? How do we know this benefits learning?</i></p>

			<ul style="list-style-type: none"> P2 teachers to engage in Cluster Lesson Study approach to plan, teach, observe and improve the teaching of maths. 				
<p>Improvement in Literacy for all:</p> <ul style="list-style-type: none"> The development of a whole school reading culture is increasing opportunities for all learners to make improvements in the attainment of CfE reading levels. Staff are developing the ability to analyse a wide range of assessment evidence to improve pedagogy and identify areas of strength and weakness in the planning and teaching of literacy with a focus on spelling and grammar. Staff are providing well-planned opportunities to learn French and Spanish in meaningful contexts in school and the community with the support of partners. 	<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 Children's Progress <input checked="" type="checkbox"/> Performance Information	1.2	<ul style="list-style-type: none"> Establish ERIC time across whole school 	SLT	Aug 18	Classroom Observations	
		1.3	<ul style="list-style-type: none"> Engage with parent council and host a book drive to improve our school library. Support parent helpers to manage the library. 	Parents/ Carers	Sep18	Learning Rounds	
		1.5					
		2.2	<ul style="list-style-type: none"> Identify pupils who would like to be Reading Champions and in consultation with staff, pupils and parents, seek ways to develop a whole school reading culture. 	Pupils	Sept 18	Pupil learning conversations	
		2.3					
		3.2	<ul style="list-style-type: none"> Create outdoor Quiet Zone where pupils can read or play games in a calm environment. 	Pupils PSAs CTs	Oct 18	SNSA results & Teacher Professional Judgement	
		3.3	<ul style="list-style-type: none"> CAT session identified to engage in the pedagogy of the teaching of spelling. Staff use the analysis of the data from SNSAs, teacher judgement and holistic assessments to develop progressive plans for the teaching of spelling and grammar across the school to improve attainment in writing. Staff engage with and create holistic assessments for literacy. New French and Spanish planners are used alongside resources to support the delivery of 1 plus 2 for P5-7 and embed French into everyday classroom practice for P1-4 	SLT Julie Allison	Sept 18	Staff report their confidence levels increase	
					CTs SLT	Sept 18	
					CT SLT	Dec 18	Challenge Question: <i>How well is assessment evidence used to inform teacher judgement? (3.2)</i>
					1 plus 2 lead teacher CT	Aug 18	
<p>Improvement in Numeracy for all:</p> <ul style="list-style-type: none"> Approaches to the teaching of numeracy better support learners and staff use feedback more effectively to inform and progress learning. Staff are developing the ability to analyse a wide range of assessment evidence to improve pedagogy and identify areas of strength and weakness in the planning and teaching of 	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.2	<ul style="list-style-type: none"> Numeracy Lead Officer to support staff development in Number Talks and increase staff confidence in using number talks pedagogy. 	Numeracy Lead Officer SLT	Sept 19	Peer and self evaluation	
		1.3					
		1.5	<ul style="list-style-type: none"> Working alongside SLT, Numeracy Lead to support in quality assuring the teaching of maths. 	CT	Oct 18	Classroom Observations	
		2.2					
		2.3	<ul style="list-style-type: none"> Staff and SLT to create a proforma for 'What a Quality Maths Lesson Looks Like.' 	SLT CT	Oct 18	Pupil learning conversations	
		3.2	<ul style="list-style-type: none"> Staff to plan, deliver, and evaluate numeracy lessons focusing on high quality feedback. 	CT	April 19	SNSA results & Teacher Professional Judgement	
		3.3					

<p>numeracy.</p> <ul style="list-style-type: none"> Improved high quality feedback enables learners to have a more accurate understanding of their progress in Numeracy and what they need to do to improve. 			<ul style="list-style-type: none"> Staff engage with and create holistic assessments for numeracy. Audit numeracy resources and decide on key resources to be used across the school to best support the teaching of Numeracy and Maths. Staff and SLT analyse data from SNSAs to evidence areas of weakness in numeracy across the school and implement improvements. 	<p>SLT CT</p> <p>Numeracy Teacher All staff</p> <p>SLT CT</p>	<p>June 19</p> <p>Sept 18</p> <p>Aug 18</p>	<p>Staff report their confidence levels increase</p> <p>Challenge Question: <i>How well is assessment evidence used to inform teacher judgement?</i> (3.2)</p>
<p>Improvement in all children and young people's wellbeing:</p> <ul style="list-style-type: none"> Curriculum progression for Health and Well-being clearly link with the benchmarks enabling and supporting staff to more effectively plan and assess progress in learning. The culture of the school reflects positive relationships and learners are more fully engaged and interact better during learning activities demonstrating higher levels of resilience. Outdoor learning is a regular, progressive curriculum led experience for all learners and leads to improvements in mental wellbeing. 	<p><input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information</p>	<p>1.2</p> <p>1.3</p> <p>1.5</p> <p>2.2</p> <p>2.3</p> <p>3.2</p> <p>3.3</p>	<ul style="list-style-type: none"> Staff to create new framework for Health and Wellbeing where clear links to the progression pathways and benchmarks are established. Complete health and well-being audit using GIRFEC toolkit. Children and parents become familiar with and understand the use of well-being indicators through PATPAL sessions. Engage all stakeholders in revising the schools behaviour policy and anti-bullying policy in light of new West Lothian's Positive Relationships Policy. Develop a whole school approach to Restorative Justice. Pupils to be trained as mediators and supported by PSAs. Seek opportunities to engage in and develop whole school approach to outdoor learning using local green spaces Staff to familiarise themselves with local environment and use it to provide meaningful rich learning activities. 	<p>All staff</p> <p>CT SLT</p> <p>Pupils Parents /Carers</p> <p>Parent Council Pupil Council</p> <p>Pupils</p> <p>CT</p>	<p>Sep 18</p> <p>Oct 18</p> <p>Nov 18</p> <p>Aug 18</p>	<p>Classroom observations</p> <p>Evidence from audit Feedback from PATPALS Surveys</p> <p>Pupil survey Learner conversations</p> <p>Challenge Question: <i>How well do all staff understand their role and responsibility in supporting learner's health and wellbeing?</i> (3.1)</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> Our Curriculum rationale focuses on a range of significant skills for learning, life and work and pupils are better supported to make informed choices about their 	<p><input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information</p>	<p>2.2</p> <p>3.3</p>	<ul style="list-style-type: none"> Develop format for careers fayre to incorporate relevant STEM challenges for all P7 pupils. Develop meaningful partnerships with local community partners and businesses (Lloyd's Bank) to support maths development. Involve parents in the wider life of the school and identify the range of skills and experiences parents can bring to the classroom and to learning. Seek ways to improve relationships with local 	<p>SLT Cluster Schools</p> <p>Parents /Carers</p> <p>SLT</p>	<p>June 19</p> <p>Aug 18</p> <p>JUNE 19</p> <p>June</p>	<p>Survey results Feedback</p> <p>Pupil questionnaire</p> <p>Challenge Question: <i>How well are we working with parents and carers,</i></p>

	<ul style="list-style-type: none"> • Improve the teaching of skills for reading using Reading Routes. • Continue Read Write Inc interventions in P1-5. • Promote a reading culture through Big Bed time Read, P1 Story Sacks, ERIC time across the school, refresh school library and better engage with First Ministers Reading Challenge. • Improve targeted children's vocabulary in the ELC using Box Clever strategies and Read Write Inc. • Identify two Reading Champions for the school and consult with stakeholders on improving our reading culture. • Read Write Inc information session for parents. 	<p>P1-5</p> <p>Nursery</p>	<ul style="list-style-type: none"> • Spelling age to improve by + 4 months in P6 • Site word and decoding to improve by +6 months in P6 • 86% of identified children will achieve expected levels of reading attainments by June 2019 • Renfrewshire Vocabulary Tests evidence improvements in results for identified children in ELC by 10% (Currently 32.3% are below chronological age equating to 21 children) 	
Numeracy	<ul style="list-style-type: none"> • CLPL for staff in ELC and school for Number Talks & SEAL • Identified staff to work with Numeracy Coordinator to improve teaching of numeracy. • Increase staff confidence in the skilled teaching of Number Talk strategies. • Designated teacher and PSAs to work daily with identified children to develop numeracy skills through the use of SEAL & Number Talks strategies. 	P4-7	<ul style="list-style-type: none"> • 85% of pupils from P1-3 will achieve expected levels for numeracy by June 2019 • 80% of pupils in P4-7 will achieve expected levels for numeracy by June 2019. • All targeted children will improve in attainment by 20% 	<p>PEF Teacher to support staff to gather, analyse and respond to data and provide evidence of impact:</p> <ul style="list-style-type: none"> • Pupil surveys • CLIC assessments • Class baseline assessments • Individual numeracy assessments
Health and Wellbeing	<ul style="list-style-type: none"> • Provide Mediator Training for P6 class to increase resilience and the ability to sort out problems without adult intervention. • PATPAL workshops for parents/carers on wellbeing indicators 	P6	<ul style="list-style-type: none"> • Staff report a decrease in number of occasions for adult intervention in playground. • Pupils report increased confidence in dealing with relationship problems and are better able to resolve issues amicably. 	<ul style="list-style-type: none"> • Incidents recorded by staff or SLT • Pupil and staff surveys
Across Learning	<p>Central PEF Posts:</p> <ul style="list-style-type: none"> • Numeracy, Literacy and Health & Wellbeing PEF Leads have been established to provide strategic advice, support and CLPL to schools • PEF Manager post has been provided to assist schools in relation to Finance, HR and Procurement. <p>In School:</p> <ul style="list-style-type: none"> • Member of staff to co ordinate interventions, collect data and analyse information to be shared with SLT. (11 hrs per week) • Work with identified children to improve numeracy skills. 		<p>This team will support schools in the ways outlined in the PEF Action Plan.</p>	<p>HTs will be asked at the end of the financial year to provide feedback in relation to these central posts. This information will be used to determine if these positions have been effective in assisting schools to fulfil their strategies aimed as closing the gap.</p> <p>A decision will be made in March 2019 if these posts should be extended beyond this date.</p> <p>Professional Learning Opportunities will be evaluated and their impact will be measured in schools by staff undertaking the training.</p>

Cluster Professional Learning (bespoke)	<ul style="list-style-type: none"> • Raise awareness of ACEs across the school and cluster. • Solicit input from Chris Kilkenny to develop staff awareness of the impact of poverty on school life. • Provide a cluster showing of the Resilience film. 		<ul style="list-style-type: none"> • Staff awareness of the impact of ACEs on the lives of children is enhanced and they report they are better able to deal more sensitively with behavioural issues. • Staff and SLT will seek to poverty proof the cost of the school day at LVPS. 	<ul style="list-style-type: none"> • Professional Dialogue • Staff Survey
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