

Meldrum Primary School SCHOOL IMPROVEMENT PLAN

2024 / 2025



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Relationships

Relevance

Values

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

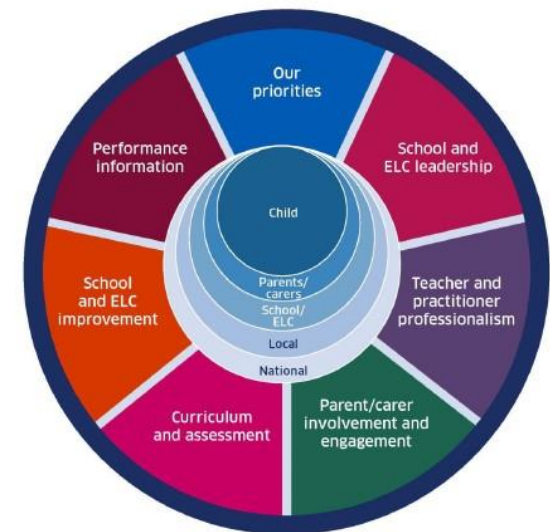
Local Authority Factors

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

At Meldrum Primary School:

We aim to promote a culture of mutual respect where all learners are engaged and achieving.

Our Values:

Respect : Honesty : Kindness : Perseverance : Responsibility

Our Aims:

Leadership and Management

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our learners.

Learning Provision

- To create a safe, nurturing and motivating learning environment where learners and staff can thrive and succeed and each individual's uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.

Successes and Achievements

- To ensure the best possible outcomes for all our learners.



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Curriculum Rationale

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/>

Meldrum Primary School Drivers: (Updated May 2024)

- Community
- Global Goals
- Family and Values
- Learning and High expectations

Celebrating achievements
Success and achievements

Whole school themed learning
Literacy / Numeracy / H&W

Who are we?
Meldrum PS / local area / Livingston

Family Engagement
Parents as partners

Outdoor Learning
Forest walks / Learning through nature

Play
Creativity / My world of work / imagination

Literacy
Stories / Listening & Talking / Social skills / Turn taking

Health and Wellbeing
Emotion works / Wellbeing Indicators

Skills based curriculum
Numeracy
Real life application



Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan (maximum one side A4)

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

Meldrum Primary School is a non-denominational school situated in the Deans area of Livingston. The school sits within the Deans Community High Cluster. The school roll is currently 172 pupils organised into seven classes. Our staffing consists of the Head Teacher, Principal teacher, seven class teachers, Nurture teacher, Support for Learning teacher and Literacy Champion. We also have an Expressive Arts teacher in school for two days and a PE specialist one day a week. Pupils are well supported by four Pupil Support Workers working across all stages of the school. Clerical support is provided by one Administrative Assistant. The school runs a successful breakfast club which is well attended by pupils at all stages. Currently 40-50 pupils attend daily. The school benefits from a mixed catchment area with a Free Meal Entitlement of 17%.

Our attainment data at Primary 1, 4 and 7 shows that pupils are performing well across the areas of Reading, Writing, Listening and Talking and Numeracy and Mathematics. There are a number of pupils across the school who access small group and individual support, including Nurture, additional PSW support and Support for Learning, across all Quintiles.

Our Nursery is based within Deans Community High School. We operate the 39-week model, offering quality learning experiences in a nurturing and safe environment for up to 44 children. We also have provision for eligible two-year-old children. Our Nursery team is led by our EYO, with an additional six Early Years Practitioners. Strategic support to the HT and EYO is provided by our ELCASM. Our Nursery team are enthusiastic and work hard to improve their own learning and practices. All staff have a specific area of responsibility and work together to ensure this has a positive impact on all children.

All members of our school community demonstrate strong collegiality and teamwork and this helps to maintain a positive climate for learning in school for all pupils. Meldrum Primary and Deans North Nursery strive to develop strong partnerships with parents, carers and the wider school community. This session we have opened a foodbank and second hand clothing bank to further support our families. We work together with the Parent Council to raise money for a variety of initiatives and to improve opportunities and experiences for all pupils. We have re-established links within our local community; St Andrew's Parish Church, West Lothian College, local supermarkets and sports coaches, including the Cluster Active Schools Coordinator.



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

- **CfE** - Overall, Gender, Diversity and Inclusion (Vulnerable pupils), C of S, Challenge
- **Early Years Trackers**
- **Wellbeing** – Self Reporting analysis
- **Engagement** – Tracking data, Digital Connectivity, Participation
- **Any other relevant data to your school context**

c) What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

- Digital curriculum
- Cluster Numeracy work
- Literacy context planning
- Health and Wellbeing tracking / UNCRC



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Anywhere 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>All stakeholders have a clear understanding of children's rights and these will be visible throughout the school.</p> <p>Pupils across all stages will have a clear understanding of how to keep themselves safe online.</p> <p>To improve pupil participation in physical activity and sport and to recognise success and wider achievement.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>How will an Agile approach to strengthening the 4 capacities support all learners?</p> <p>How will you support student and staff HWB?</p> <p>How will this reflect the UNCRC (areas within the UNCRC toolkit)?</p> <p>How will this reflect learners at the centre?</p> <ul style="list-style-type: none"> - Whole school review of vision, values and aims, to include all stakeholders. - To review and update our Positive Behaviour Policy in line with the new WLC guidance document. - Review and improve systems for tracking Health and Wellbeing. - Zones of Regulation Cluster training for all staff. Strategies to be used consistently in school at all stages. - Baseline of pupil participation in physical activity and sport in school and local community. - Improved pupil voice opportunities for physical activity and sports events in school. - Opportunities for regular physical activity are embedded across all stages; Daily Mile. - UNCRC rights to be visible within the school. Learners are able to talk about their rights and the rights of others. 	<p>Sept/Oct 24</p> <p>Nov 24</p> <p>From Aug 24 Jan 25</p> <p>Sept 24</p> <p>Jan 25</p> <p>Aug 24 - June 25</p>	<p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p> <p>Challenge questions:</p> <ul style="list-style-type: none"> - How well are we enabling learners to become independent learners and develop the four capacities? - How effectively do we involve learners and parents in planning and evaluating learning? <p>Baseline information:</p> <ul style="list-style-type: none"> - Feedback from parents re values - Review of vision, values and aims - Measure of activity levels / participation levels in sports <p>Measures:</p> <ul style="list-style-type: none"> - Moderation of planning to include rights - Pre / post questionnaires for pupils on cyberbullying - Feedback from all stakeholders on children's rights within the curriculum



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<p>Raising attainment for all, particularly in literacy and numeracy (universal):</p> <p>To continue to work with teachers and support staff across the Cluster to ensure high standards of learning in Literacy and Numeracy. This will include the use of effective pedagogies, a range of data sets, relevant CLPL opportunities and improvement methodology.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>☒School and Improvement ELC</p> <p>☒School and Leadership ELC</p> <p>☒Teacher and Practitioner</p> <p>Professionalism</p> <p>☒Parental Engagement</p> <p>☒Curriculum and Assessment</p> <p>☒Performance Information</p>	<p>How will an Agile approach to strengthening the 4 capacities support all learners?</p> <p>Building on available data (including CfE levels) outline proposed actions to support and challenge all learners?</p> <p>How will this reflect the UNCRC (areas within the UNCRC toolkit)?</p> <p>How will this reflect learners at the centre?</p> <ul style="list-style-type: none"> - To ensure consistency of approach across all stages in the planning and delivering of high quality Numeracy lessons, including Numeracy working walls and planning formats. - To ensure all staff have a clear understanding of rich tasks and are able to create high level tasks for pupils in their class, including real life experiences and live data. - To continue to use Numeracy Working walls to support pupil learning and sharing the learning. - To ensure consistency of approach to summative assessments in Numeracy across all stages. - Pupil friendly targets used to gauge progress in learning at Second Level. - Individual staff will engage in Building Thinking Classrooms training (Stage 1 - random groups, non-permanent vertical surfaces and rich tasks). 	<p>QI day Nov 24</p> <p>Oct 24</p> <p>Aug 24</p> <p>Oct 24</p> <p>Oct 24</p> <p>Aug 24</p>	<p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p> <p>Challenge questions:</p> <ul style="list-style-type: none"> - How well do our questioning strategies enhance the learners' experience and enable higher order thinking skills? - How do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? <p>Baseline information:</p> <ul style="list-style-type: none"> - Overall attainment analysis for each class - Staff feedback from Cluster Numeracy sessions - Staff feedback and review of 4 context plan <p>Measures:</p> <ul style="list-style-type: none"> - Moderation of Numeracy planning formats (Nov 24 - JR / KO) - Self / peer assessment of working walls (Oct 24 / Jan 25) - QI visit (Nov 24) - Effective rich tasks will be used by all classes <p>Primary 1 / 4 / 7 improvements</p>
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			<ul style="list-style-type: none"> - Professional reading included for all staff (Building Thinking Classrooms, Peter Liljedahl) - To review and implement the 4 context plan in Literacy to ensure clear links between Reading, Writing and Listening and Talking. - To continue to moderate Reading and Writing within levels. - To ensure a consistency of approach at each level to Listening and Talking. - Continue to build a sustainable whole school reading culture working on Reading Accreditation Gold Level. - 	<p>Aug 24 - June 25</p> <p>Sept 24</p> <p>x4 / term</p> <p>x4 / term</p> <p>Aug 24 - June 25</p>	<ul style="list-style-type: none"> - Literacy: P1 +12.5% / P4 +8% / P7 equal to this year - Numeracy: P1 +12.5% / P4 +8% / P7 equal to this year
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Targeted interventions are tailored to meet the needs of individual learners through curriculum and wider learning opportunities.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> ☑School and Improvement ☑School and Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum Assessment ☑Performance Information 	<p>ELC</p> <p>ELC</p> <p>and</p> <p>and</p>	<p><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.</i></p> <p><i>Please follow this link (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p> <ul style="list-style-type: none"> - Targeted interventions for individual and groups focused on phonic awareness and development. 	<p>Aug 24</p>	<p>Documented in PEF Plan</p> <ul style="list-style-type: none"> - Review existing groups and data gathered. - Baseline information gathered from wellbeing wheels



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			<ul style="list-style-type: none"> - Flexible Nurture support to individual and small groups to support social skills and emotional development. - Nurture groups to continue in August 2024 to support transition (review Oct 2024). - Improved tracking of wellbeing indicators to ensure clear understanding of wellbeing for pupils, staff and parents. - Clear learning opportunities to support mental wellbeing across all stages, to support resilience, problem solving, self-esteem and increased responsibility. 	<p>Sept 24</p> <p>Aug / Oct 24</p> <p>Oct 24</p> <p>Aug 24 - June 25</p>	<ul style="list-style-type: none"> - Pupil input to improve the system of gathering data - Qualitative data to support findings from pupils and to provide clear next steps
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Pupils across all stages will benefit from an improved digital offer, ensuring a more relevant and skills based curriculum.</p>	<input checked="" type="checkbox"/> School and Improvement <input checked="" type="checkbox"/> School and Leadership <input checked="" type="checkbox"/> Teacher Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum Assessment <input checked="" type="checkbox"/> Performance Information	<p>ELC</p> <p>ELC</p> <p>and</p> <p>and</p>	<p>How will you ensure the four fundamental capacities are strengthened with an Agile Learning approach to the Curriculum?</p> <ul style="list-style-type: none"> - Whole school participation in the Digital Schools Award. - Whole school participation in the Digital Wellbeing Award for Cyber Resilience and Internet Safety. - To include all stakeholders in creating a digital learning progression (ELC - Primary 7) - To develop the use of recording skills to enhance learning experiences across all stages. - Whole school focus on Internet safety and Cyberbullying. - CLPL opportunities for staff on online safety and cyberbullying (PC Montague). 	<p>Aug 24 - June 25</p> <p>March 25</p> <p>Oct 24 / Feb 25</p> <p>Aug 24 - June 25</p>	<p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p> <p>Challenge questions:</p> <ul style="list-style-type: none"> - How well are learners enabled to select and make use of high quality resources and equipment, including digital technologies? - How well do we motivate and engage learners in all aspects of school life? - How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?



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		<ul style="list-style-type: none"> - All classes will form partnerships with parents / local business to support digital learning and employability. - All working groups will include digital learning experiences building on HGIOS 2.3 Learning, Teaching and Assessment. - Staff small test of change to focus on digital element. Staff working in pairs to support learning. - Working groups to share learning and to present progress on a termly basis. 	<p>Aug 24 / Feb 25</p> <p>Termly</p>	<p>Baseline information:</p> <ul style="list-style-type: none"> - Staff confidence levels offering digital experiences recorded (June 2024) <p>Further information:</p> <ul style="list-style-type: none"> - Evidence gathered as part of the Digital Schools Award / Digital Wellbeing Award
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