



Mid Calder Primary School
Mid Calder
Livingston
West Lothian
EH53 ORR
United Kingdom

**IMPROVEMENT PLAN
2018 / 2019**

Factors Influencing the Improvement Plan
ELC/ 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*

- Impact of WLC 1140 Implementation Plan (Future proofing for 1140 by 2020)

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
West Lothian 1140 Expansion Plan

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
Health and Social Care Standards (HSCS)
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
SSSC standards
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



Mid Calder Nursery and Primary School

Our school vision creates a very positive ethos within our school; all members of our learning community '**Believe**' in themselves and thus '**Achieve**' the best they can which will ultimately enable them to '**Succeed**' in all they do.

Our nursery vision is '**Playing to Learn, Learning to play**'.

Our School Values:

We believe in a culture that fosters:

- Successful learners
- Inclusive learners
- Responsible learners
- Respectful learners
- Enthusiastic learners

Mid Calder Primary School/Faculty			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>	HGIOE LC QIs	H&S CS	Proposed Actions	By Whom	By When	Measures of Success
Raising attainment for all: Increase staff confidence in the process of assessment and moderation and achievement of a level in literacy and numeracy.	<input checked="" type="checkbox"/> ELC Improvement <input checked="" type="checkbox"/> ELC 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	1.1 1.2 2.3 3.2 1.1 1.2 1.3 2.2 2.3 3.2		ELC ensure use of SWAY/Collate evidence of pupil work in line with benchmarks (writing evidence termly and evidence of holistic assessments in numeracy to create a bank for future moderation both school based and Cluster based. Term 1 and 2 Focus on lesson quality of teaching and learning; pace challenge and differentiation Term 3 Focus on Numeracy and maths Maximise "targeted support by SLT and chartered teacher at Early/First/second level Data tracking by SLT monitoring progress using new Year Group excel trackers Half termly Book scrutiny to monitor quality of work especially "borderline children"	Senior leader s plus all staff	Dec 19 On going	Lesson obs Book scrutiny Learning walks Parental journal comments Data tracking Attainment meetings TERM BOATS session for parents: English Maths Wellbeing/RRR s Feedback forms
Improvement in Literacy for all: * Increase staff confidence in the process of assessment and moderation and achievement of a level in literacy, specifically	<input checked="" type="checkbox"/> ELC Improvement <input checked="" type="checkbox"/> ELC Leadership <input checked="" type="checkbox"/> Practitioner Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's	1.1 1.2 2.2 2.3 2.4 2.5		Term 1 and 2 focus on Literacy - writing <ul style="list-style-type: none"> • Create ongoing portfolios of written pieces • Review procedures for planning and assessment of writing against benchmarks 	Senior leader s plus all staff	Aug to March 19	Planning Observation Professional dialogue. Increased confidence in

writing, using benchmarks.	Progress <input checked="" type="checkbox"/> Performance Information	3.2		<ul style="list-style-type: none"> • Moderation of writing against benchmarks • Early Learning Journeys updated by ELC • Exemplify progression of writing achievement of a level across the school - family learning through engagement with parents • Plan for digital learning within literacy • Use of SWAY in early years 			teacher professional judgement. Standardised testing Display Parent feedback
<p>Improvement in Numeracy for all:</p> <p>* Increase staff confidence in the process of assessment and moderation and achievement of a level in numeracy, specifically writing, using benchmarks.</p> <p>Increase awareness of suitable "challenges" and investigations to ensure a focus on more able learners</p>	<input checked="" type="checkbox"/> ELC Improvement <input checked="" type="checkbox"/> ELC Leadership <input type="checkbox"/> Practitioner Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.1 1.2 2.2 2.3 2.4 2.5 3.2		<ul style="list-style-type: none"> • ELC provide outside learning opportunities for aspects of Number • Term 2 Focus on Numeracy and maths Embed approaches to learning and teaching within numeracy - number talks; numicon; SEAL • Review procedures for planning and assessment of numeracy against benchmarks • Explore planning, assessment and moderation of holistic numeracy assessment using benchmarks • Family learning event - SEAL at Early level. • Develop and extend appointed SLT teacher role for supporting staff at Early, First and Second levels 	Senior leaders plus all staff		Data tracking Greater% of 1 children on data tracking Increased % of * pupils on attainment trackers
<p>Improvement in all children and young people's wellbeing:</p> <p>* To improve the mental health</p>	<input type="checkbox"/> ELC Improvement <input type="checkbox"/> ELC Leadership <input checked="" type="checkbox"/> Practitioner Professionalism	1.1 1.2 1.3 2.1		<ul style="list-style-type: none"> • ELC team maintain outside/forest education to encourage all pupils to experience positive outside experiences. 	Led by DHT	By June 2019	Increased attendance Increased engagement in

<p>and wellbeing of learners</p>	<p><input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information</p>	<p>2.4 2.5 2.7 3.1</p>		<ul style="list-style-type: none"> • School Wellbeing initiative implemented Autumn term 2108 • Inset attended by Senior learners and PSWs PSW conference Oct 18 • PEF funded work on Circle of Friends training • Give us a Break intervention planned Spring 2019 DHT & PSW • Roots of empathy 9 week programme P3 		<p>By April 18 By Dec 18</p>	<p>lesson obs Improved quality of recorded work</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>In the context of ELC refer to the benefits of quality learning opportunities indoors and out Dispositions to learning Community links Skills for life/ Skills for work Developing aspirational children and families. Work with schools and colleges to develop employability skills in the ELC workforce in line with 1140 expansion</p>	<p><input checked="" type="checkbox"/> ELC Improvement <input type="checkbox"/> ELC Leadership <input checked="" type="checkbox"/> Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information</p>			<ul style="list-style-type: none"> • Developing the workforce initiative led by Principal Teacher • Focus on existing STEM work and increase participation of whole staff • Engagement in Money Wise RBS programme P6 to P7 • Santander workshops P4 to P5 • Early years links with community and parental volunteers • Continued partnership with college students 	<p>Led by PT and ELC Team</p>	<p>Dec 18 start</p>	<p>Use of new WoW profiling tool online P4 to P7</p>

Additionality: Pupil Equity Funding Plan:

Closing the attainment gap between the most and least advantaged children

PART 1: Contextual Data Analysis & Rationale

Attainment data and self-evaluation of SIP priorities and PEF interventions shows that SEAL and Number Talks is having a measurable impact on pupil attainment in, and engagement with, numeracy. Attainment data shows that most pupils across school are on-track for numeracy this session compared with previous years; all cohorts P2-P7 have generally maintained attainment in numeracy.

For PEF identified children there has been an increase in participation since last session. Our data shows that numeracy continues to be an area in which most PEF children are underperforming and so this will continue to be a major focus as we work to embed various evidence-based approaches into our pedagogy and practice. These include visible learning, pupil reflection & dialogue, profiling, SEAL and Number Talks and developing SfL approaches to supporting numeracy through Maths Recovery for targeted pupils. This is also supported by teachers working with children directly through targeted support by DHT and non-class based teachers.

We are fortunate to retain a chartered teacher to support both numeracy and literacy across the school 4 days a week. Planned tasks include further work on embedding the SEAL and Number Talks approaches to early numeracy, building teacher confidence through moderation, mentoring, team-teaching, modelling and CLPL. The post holder will engage with parents and staff on supporting pupils in numeracy and will also track and monitor the impact of the interventions on PEF identified pupils in liaison with SLT, SfL, PSWs and Class Teachers.

Attainment data shows that pupils across the school are achieving lower rates of success in writing than in other curricular areas. While there is an improvement in engagement - with an increase across school since last session - this will still form an important part of our work in increasing creativity, engagement and pupil involvement in writing. Marking and feedback is being adapted to develop more inclusive approaches using visual cues /colours and pedagogy symbols.

PEF Identified pupils show no improvement in attainment in writing however. This is being closely monitored this session and remaining sessions. Teaching staff funding for targeted support and PSW to support individual interventions in reading and spelling as these have been proven effective in increasing pupil skill in reading and engagement with strategies to support their learning which together with the school approaches to improved pedagogy, will impact on the attainment in writing for these targeted pupils.

Engagement in wider life of the school and the playground have been initiated already. This will be a prioritised area of development for us this year. We have planned for activities with PEF pupils and their families through the year including links with church, village council and a new link with the Rotary Club.

We will initiate an increased links with families, and the wider school community, to develop access to clubs, engagement in the life of the school through adapted use of existing Houses and Junior Leadership Teams. The SLT Teacher will continue to work with PEF children to develop the playgrounds as active, engaging zones which support our most able and most vulnerable children to succeed socially.

Play-based pedagogy in the P1 classes is an important part of the School Improvement Plan. Pupils in P1 this session have struggled socially and the impact of lower vocabulary awareness and limited access to high quality structured play has had an impact on pupil engagement and achievement for the most vulnerable, PEF identified Pupils.

We will fund an additional PSW across the school to run morning interventions enabling our Non class teachers to also work with classes directly to support teaching staff in their pedagogy aswell as PSWs.

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources	What is the expected impact on reducing the gap in your context of your proposed actions?	How will you measure the impact? <u>Applicable for all interventions</u> <ul style="list-style-type: none"> • Compare baseline data from the onset of interventions led by PSWs and SLT • performance data and other quantitative and qualitative information that will be required • Comparison data will be collected after each 6week/8week intervention programme • Comparative data will be collected and reported to class teachers/parents as appropriate) • Pupil wellbeing surveys to measure impact of non-quantitative data
Literacy	Early intervention in literacy, targeted at P1/P2 Various approaches and strategies implemented to support learners to include - Phonics; SALT strategies; social skills	Improved literacy outcomes for identified learners Increased rates of progress in Writing by PEF children and evidence of meeting requirements in Literacy:	PIPS assessment/Speech and language link/EAL/PM Benchmark assessment information - all used as baseline for identification of needs and gaps. Above assessments used along with holistic

	group. Resources targeted to support learners sourced and in place. E.g '5 minute boxes for Literacy"	reading, writing and listening and talking	view from CT, SFL chartered teacher & PSW staff of impact.
Numeracy	Early intervention in numeracy, targeted at P1/P2 SEAL intervention for identified learners Bespoke resources targeted to support learners sourced and in place. Use standardised assessment information and diagnostic SEAL assessment information to identify older pupils requiring intervention to be delivered by December 2018.	Improved numeracy outcomes for identified learners	Diagnostic SEAL hinge assessment used as baseline for continual identification of needs and gaps. Above assessments used along with holistic view from CT, SFL and PSW staff of impact. Review standardised assessment information and diagnostic SEAL assessment information to measure impact from last year assessments.
Health and Wellbeing	To improve the mental health and wellbeing of learners Deputy HT to rollout Wellbeing Focus 2018 2019 Circle of Friends approach with targeted year group led by PSW Identified P6 pupils Identified P7 pupils Identified P3 pupils Give Us a Break for targeted Upper/Middle learners who have encountered bereavement. £310 training for Forest School Trained teacher to implement ideas/initiatives to whole staff through INSET/staff meetings Term 2 and Term 3 Focus on PEF/vulnerable pupils	Learners to be supported with strategies to cope with stress and anxiety experienced by learners. Implement "Call out Cards" for identified pupils implemented Aug 18 encourage self-confidence and participation in school life	Baseline data from CYPT referrals and parents from the identified year group. <ul style="list-style-type: none"> • Pupil and parent feedback • Teacher observation. • Wellbeing surveys Interview/parents and children for impact and suggested improvements to the system.
Across Learning	Ensure PEF children receive free trips, visits PEF PSW to phone parents of named pupils	On going through the year	Ask parents to complete end of year feedback and encourage them to attend termly 'BOATS'

	to ensure they know about forthcoming holiday clubs/events to ensure participation Ensure PEF children fulfil Junior Leadership roles to full potential		Learning jotter comments Focus group surveys with adults/carers
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