

MURRAYFIELD PRIMARY, ELC AND LANGUAGE CENTRE



IMPROVEMENT PLAN



2019/20



Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures and HMIE
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 ([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



Our School Values, Vision and Aims:




At the heart of Murrayfield Primary,
ELC and Language Centre
is our nurturing environment
where everyone has the opportunity
to develop and grow as individuals






Murrayfield Primary, ELC
and Language Centre

Our Values

Nurturing Inspirational
Respectful Growth Mindset
Self-belief Collaborative
Dedicated Responsible
Successful




Our Curriculum Rationale:

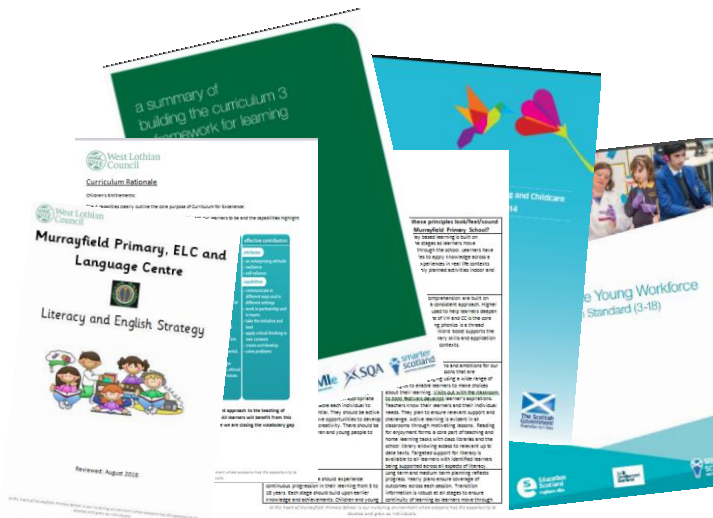
We believe our effective curriculum, takes place within a culture of high ambition and where the whole child and their family are supported to learn, achieve and thrive.


We work collaboratively to develop our curriculum which is underpinned by our vision and values for our school community.

When designing our curriculum we considered the needs and uniqueness of our local area, our attainment results and what our learners and families wanted.

We want our curriculum to develop independence, where children have a strong voice and where personalisation and choice is built in to their everyday experiences. We aim to ensure that learners have the opportunity to apply skills and knowledge across all of their learning, foster creativity, curiosity, enquiry and use technology as an everyday tool.

Our curriculum aims to help every learner in Murrayfield Primary School develop knowledge, skills and attributes for learning, life and work and we are making sure that every pupil acquires the four capacities of Curriculum for Excellence to be: successful learners confident individuals effective contributors responsible citizens



<p>Values Murrayfield PS provides a safe and nurturing environment in which all learners are valued and respected. We continue to develop:</p> <ul style="list-style-type: none"> An engaging curriculum which is meaningful and demonstrates clear progression, challenge, meets the needs of individuals and cultivates the transfer of skills An ethos which promotes a positive attitude to learning and values the achievements and success of all To provide children with opportunities to develop their abilities within the four capacities taking account of the six entitlements of CfE Our shared understanding of GIRFEC The implementation of effective strategies to ensure positive wellbeing – Whole School Nurture, Emotion Works, Lego and Play therapy 	<p>Totality of the Curriculum The school community is committed to the continuous development of a learning experience which is motivating, engaging, challenging and enriching. We continue to develop:</p> <ul style="list-style-type: none"> Planned opportunities for using the outdoor environment to enhance learning Our planning approaches to meet the needs of all learners Meaningful and skills based progression pathways for curricular areas A curriculum which provides relevant and meaningful links with our local and wider community, skills for life and work, and Developing Young Workforce Further opportunities for the recognition of personal and wider achievement and successes 	<p>Learning and Teaching Murrayfield PS strives to ensure learning and teaching is of the highest quality for all learners by further developing:</p> <ul style="list-style-type: none"> Stimulating, innovative and engaging learning opportunities A shared understanding of pedagogy and high quality learning and teaching approaches Formative Assessment Strategies to ensure effective differentiation, pace, challenge and application through quality CLPL Implementation of initiatives – Emotion Works, Word Boost, Oral Narrative, Wordsmith Our understanding of benchmarks within CfE and embed this within our practice Our professional judgement, assessment and moderation procedures to validate achievement of a level
<p>Experiences and Outcomes Staff have engaged with the Experiences and Outcomes to inform learning. We continue to develop:</p> <ul style="list-style-type: none"> Curriculum progression pathways to ensure all learners receive a curriculum which meets their needs Our knowledge and understanding of the benchmarks to support achievement of a level Creative and innovative experiences across all curricular areas Professional knowledge and understanding of key documentation, current curricular developments to inform practice. To effectively engage with NIH resource suites Curricular transition at key stages across the school to ensure seamless progression and achievement in learning 	<h2>Murrayfield Primary, ELC and Language Centre Curriculum Strategic Plan</h2>  <p><i>At the heart of Murrayfield Primary, ELC and Language Centre is our nurturing environment where everyone has the opportunity to develop and grow as individuals</i></p>	<p>Entitlements All Learners have access to a broad general education providing high quality learning experiences. We continue to develop:</p> <ul style="list-style-type: none"> Planned opportunities to further develop the four capacities through pupil voice, vertical learning, masterclasses and opportunities to collaborate Shared understanding of GIRFEC Wellbeing indicators and recognise them within our daily life, regular opportunities for self-reporting Supporting learners to develop 'Skills for life' and to understand these skills are transferable and aid them to fully embrace their education Pupil engagement in the life of our school through whole school celebrations, shared experiences and opportunities to express views Ensure learners experience the 4 Contexts for Learning Strategies and initiatives to close the poverty related attainment gap and ensure equity for all
<p>Personal Support Murrayfield PS encourages all learners, staff and wider school community to have a Growth Mindset, 'Can do' attitude to all aspects of learning. We continue to develop:</p> <ul style="list-style-type: none"> Positive attachments with all learners which promotes resilience, confidence and sense of pride and achievement The approaches staff use to support learners to understand their next steps in learning and how they can reach their full potential Identifying the needs of individual learners through high quality interventions, professional dialogue, moderation and summative and formative assessment strategies Positive relationships with all stakeholders to support learners including our most vulnerable Targeted interventions to support the needs of identified individuals and strive to close the attainment gap Learners who are confident, responsible, independent and resilient learners through the introduction of Emotion Works, nurture and emotional literacy. 	<p>Principles Murrayfield Staff have evaluated current practice against the design principles. We continue to develop:</p> <ul style="list-style-type: none"> Vertical learning providing further opportunities for personalisation and choice, skills for life, learning and work Learners as investors in their learning – leading learning, support others and developing a wide variety of skills and knowledge which will prepare them for life of work Learner involvement in planning through the use of Big Book Planners, Learning Walls and high quality questioning and dialogue Professional knowledge and understanding of curriculum principles and increased expectations Effective use of professional documentation to support practice Growth Mindsets in all our learners and staff insisting on a can do attitude Visible Learning approaches across the school community to build confident, resilient and independent learners 	<p>Assessment and Self-Evaluation Assessment information informs next steps in learning and teaching. We continue to develop:</p> <ul style="list-style-type: none"> A shared understanding of the philosophy and pedagogy of profiling Use of Learner's Journeys and Profile Jotters provide pupils with ownership and opportunities to reflect on their learning, progress, successes and achievements A shared understanding of target setting and use a range of evidence to inform next steps in pupil learning Robust Tracking and Monitoring Systems which support analysis of data to impact on learning A shared understanding and active involvement in self-evaluation, review current practice and ensure it is fit for purpose to support improvement
<p>Revised: November 2018</p>		



a) Background

Over the last three years we have focused improvement on numeracy, Building a Reading Culture, writing and approaches to AfL. The school had a positive validation of its work by HMIE in December 2018. The inspection team found the following strengths in the school's work; The effective leadership of the headteacher and teamwork of staff in leading change that is having a positive impact on children's experiences and outcomes; Positive relationships among all staff and children which supports a climate of mutual respect. As a result, children are courteous and well-behaved and show resilience in their learning; The school's approaches to wellbeing. As a result children feel, safe, nurtured, supported and treated fairly across the school, early learning and childcare setting and language centre; The impact of the work of the language centre in improving language and communication skills of all children supported by the provision. The effective work of the staff team and the success in building the capacity of mainstream teachers in supporting children's communication and language needs across West Lothian.

b) Data

Our data shows that overall, attainment in literacy and numeracy is good. Almost all children in P1, the majority in P4 and most P7 achieve the appropriate level in literacy. In numeracy almost all children in P1 and most children in P4 and P7 attain the appropriate level. SLT acknowledge the need to continue to develop teacher professional judgements to ensure they are reliable and robust. HMIE recognised that staff effectively track the attainment of learners. There is robust use of data, including that produced through the use of SNSA to identify gaps in attainment and we plan and implement relevant interventions. Our recent HMIE team agreed with the school that there is particular scope to improve the pace and challenge of work in literacy at all levels. With consistent focus on writing through planned school improvement priorities children's writing skills, opportunities for extended writing 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?

The school sits in SIMD decile 1, with 46% of learners in quintile 1. 26% of learners are entitled to Free School Meals, 10% above the West Lothian average. A number of our identified learners experience gaps due to lack of parental literacy/numeracy, ASN, early life experiences and ongoing family issues which have an impact on their aspirations for learning. Our target groups are for identified children who experience barriers in literacy and numeracy, as well as attachment difficulties supported through whole school and targeted approaches to nurture. Further analysis of our teacher judgement data shows a significant level of need in P4, P5, P6, thus literacy, numeracy and wellbeing interventions will be targeted for this cohort. 53% of learners in P4, 46% in P5 and 33% in P6 are on Continuum of Support Levels 2/3, requiring high level of differentiation, support strategies and involvement from other agencies. On average 23% of children are 'not on track' for literacy and 18% numeracy. Approximately 4% of pupils in school have a diagnosis of Autism Spectrum Disorder (ASD). Attainment for these pupils is varied, however the barriers to learning are more complex and they benefit from a highly differentiated and personalised curriculum.

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

Our recently appointed Family Link Worker will engage and support identified children and families on improving attendance levels and engagement. Pupil Support Workers (PSWs) will be retained to provide focused literacy and numeracy interventions for identified learners and across P4, P5, P6 cohorts, where the highest level of intervention is required. Our Numeracy Development Teacher will focus on identified individuals, focus groups and build capacity in numeracy across the school. This will involve support for learning work (Maths Recovery), targeted supports in partnership with the class teachers and PSWs. Maths Recovery will also be delivered by two other members of the teaching team to support identified pupils. We will continue with Literacy Champion to focus on Building a Writing Culture across the school and develop our approaches to the teaching of listening and talking. Two Support for Learning teachers will deliver key literacy interventions. These targeted interventions will be focussed on improving attainment in literacy and numeracy. Our flexible approach to Nurture will continue with a PT leading group/individual interventions supported by trained PSWs.

Murrayfield Primary, ELC and Language Centre - 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 learners receive consistent, well-planned learning and teaching providing appropriate challenge, differentiation and pace in Literacy and Numeracy</p> <p>All learners will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional development</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Develop consistency and shared understanding of high quality teaching and learning experiences in literacy and numeracy – RACI Literacy/Numeracy groups to implement action plan Develop progressive framework for Writing and Listening and Talking from Early and to Second Level – including the development of early and emergent writing approaches, year 2 of Building a Writing Culture Implement Learning and Teaching Action Plan led by Learning & Teaching RACI, to include Visible Learning/Critical Thinking Skills/Building Learning Power Individual PRD targets are focused on pedagogical practice – particular focus writing and reading/teaching approaches 	09/19 12/19 09/19 08/19	<p>At least 90% of observed lessons are good or above with a focus on literacy and numeracy - Quality improvement activities and moderation demonstrate that all learners are receiving well structured, paced and challenging lessons</p> <p>87% of learners are achieving expected levels of CfE in literacy and numeracy</p> <p>At least 90% of observed lessons are good or above with a focus on literacy and numeracy</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Learners in Quintile 1 will increase vocabulary by 20% or more from their current levels, aiming to reach their chronological reading age</p> <p>Increase and sustain attendance for learners in Quintile 1 to above 95%</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Implement PEF Numeracy Action Plan focussing on use of SEAL, Maths Recovery, Numbertalks, Number Blocks with identified groups Implement PEF Literacy Action Plan focussing on use of IDL, 5 Minute Box, Scotland Reads, Word Boost, Teaching Children to Listen with identified groups Implement PEF Action Plan on attendance interventions and family engagement/learning led by Family Link Worker 	10/19 10/19 08/19	<p>Target achieved in CfE levels supported by ongoing tracking. Use of run chart and GL Assessment for analysis and diagnostic data, baseline/interim/final measures</p> <p>Target achieved in attendance – use of attendance data</p> <p>Increased family engagement and attitude to school – questionnaires, dialogue, feedback</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>All learners will experience a health and wellbeing curriculum which demonstrates the 7 principles</p> <p>All learners will be familiar with the range of tools/strategies they can use to support their progress and achievement</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Implement Health and Wellbeing Action Plan with a focus on reviewing H&W Curriculum to reflect wider world and diversity Develop Promoting Positive Relationship Policy to reflect uniqueness of our setting Conduct professional enquiry to further understand learner Working Memory – Metacognition, link with Educational Psychology Services 	12/19 10/19 01/20	<p>At least 90% of observed lessons are good or above in health and wellbeing</p> <p>Pupil focus group to evaluate and provide feedback</p> <p>+95% learners understand wellbeing indicators</p> <p>At least 90% of observed lessons are good or above with focus on learner engagement – use of engagement scales</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All learners will experience a health and wellbeing curriculum which demonstrates the 4 context for learning</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Implement Action Plan to review our Curriculum to reflect the four contexts for learning , skills for life, work, learning and increase pupil voice Use of Creativity Tool Box to improve pupil leadership of learning 	09/19 12/19	<p>Pupil feedback and dialogue</p> <p>At least 90% of observed lessons are good or above with focus on creativity</p> <p>Tracking and Monitoring Participation tracker</p>

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Together
we Grow



Murrayfield Primary, ELC
and Language Centre



Our Values

Nurturing Inspirational
Respectful Growth Mindset
Self-belief Collaborative
Dedicated Responsible
Successful



Our ELC Curriculum Rationale:

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e) Background

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Murrayfield Primary School ELC - 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 <i>(note any external supports e.g. Cluster, authority, RIC etc.)</i>	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 children receive regular, well-planned play and learning in literacy and numeracy with appropriate support and challenge.</p> <p>All children will experience high quality learning and teaching consistently from all practitioners, by engaging practitioners in supported professional learning</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Develop CLPL on literacy and numeracy strategies based on staff needs - Develop shared understanding of high quality learning, teaching and assessment experiences in ELC. - Implement and evaluate approaches. - Clear and specific ELC action plan - Implement Action Plan / driver diagram led by Acting DHT and EYO/EYO Graduate - Individual PRD targets are focussed on pedagogical practice 	<p>Dec 2019</p>	<p>Baseline observations = majority (90%) evaluated as good or above</p> <p>Self evaluation indicates increased practitioner engagement</p> <p>At least 90% of observed practice is good or above across all subject areas</p> <p>PRD targets reflect change in practice</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Through targeted interventions 85% of our children in Quintile 1 demonstrate increased vocabulary and early numeracy skills</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Implement PEF driver diagram for literacy - Implementation of EYO graduate interventions, including word boost and box clever - Implementation of SEAL strategies to support the development of early number - Clear and specific ELC action plan 	<p>May 2020</p>	<p>Target achieved in Literacy and numeracy through baseline and ongoing assessment</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>All children will benefit from practitioners working closely with parents and carers to develop a shared understanding of wellbeing indicators.</p> <p>Practitioners will implement a consistent approach to develop positive relationships when managing behaviour</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Planned activities and home learning related to the wellbeing indicators - Stay, play and learn sessions planned around the wellbeing indicators - CLPL related to Paul Dix "When the adults change, everyone changes" - Review ELC positive relationship policy 	<p>April 2020</p> <p>Dec 2019</p>	<p>Questionnaires of ELC parents and carers demonstrate improved understanding of wellbeing indicators</p> <p>Improved behaviour of children and consistent approach of practitioners when managing behaviour</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 type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input 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 through planning and implementing risky play experiences and experiences within the wider community 	<p>May 2020</p>	<p>Children observed participating in risky play and visits to the local community.</p>