

Our Lady's Primary School SCHOOL IMPROVEMENT PLAN

2023 / 2024



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Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

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

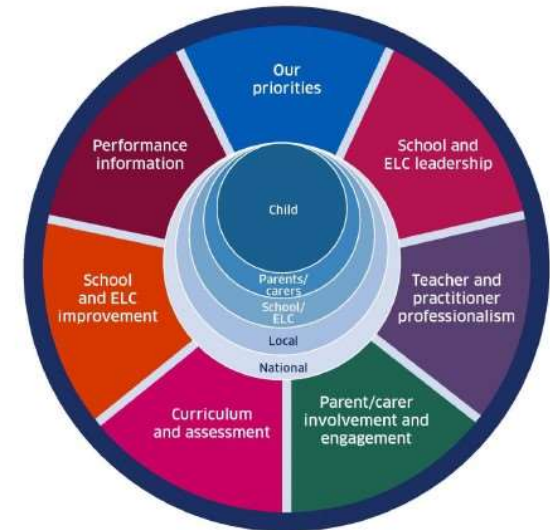
Local Authority Factors

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

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



- It is our aim that you will see and hear:
- Quality learning and teaching which provides pupils with a variety of experiences and opportunities to raise aspirations.
 - A motivated learning community who are encouraged to participate in opportunities for leadership at all levels.
 - Co-operative working which includes and values the contributions of everyone within our school and parish community
 - Happy, healthy children with a positive mind-set who are proud of themselves, their friends and their school.
 - Respectful interactions which demonstrate Gospel values and the teachings of Jesus.



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Curriculum Rationale

(Insert a page or a link to school's Refresh Curriculum Rationale)

Learning across the four contexts at Our Lady's Primary



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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 2023/24 School Improvement Plan (maximum one side A4)

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

Our Lady’s Primary School is a Quintile 3 school with 35% of children living in Quintile 1 and 12% of our children having English as an additional Language. Our attainment data shows that our barriers to learning are early speech and communication, which impacts on the overall Literacy attainment, particularly in Reading and Writing.

According to the Poverty Profile of West Lothian Our Lady’s Primary School was ranked the 27th most deprived primary school in West Lothian in 2019, 29th most deprived in 2020, and 28th most deprived in both 2021 and 2022. Our Free School Meal entitlement is 14%, our Clothing Grant uptake is 27% and our attendance is slightly above the West Lothian average at 91.39%, exclusion rates are zero.

We are strongly committed to the GIRFEC agenda and the wellbeing of our pupils is central to the work we do. We develop and maintain positive relationships with our pupils, parents and families to achieve the best outcomes for all learners whilst establishing meaningful and purposeful pupil and parental engagement. A key focus of our work is to strengthen our Support for Learning team, targeting barriers posed by social emotional needs and trauma and ensuring all children are ready and able to learn/develop when accessing targeted interventions.

Staff work very effectively as a team. There is a strong ethos of practitioner enquiry, sharing practice and peer support and challenge.

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

CfE – Our 2022/23 data shows that Literacy and Maths attainment is **in line with or above** the West Lothian average. Play based learning and pupil voice allow pupils to engage more fully in high quality learning which ensures they are able to access the curriculum. Data shows that our current P3 class and P7 class are ‘identified groups’ for intervention particularly in writing and numeracy. Targeted interventions in literacy and numeracy enable children to continue to make progress in their learning. Our combined P1, P4 and P7 attainment for Quintile 1 learners is above the West Lothian average in Writing, Listening and Talking and Maths. However, we are slightly below the West Lothian average in Reading and Numeracy.

Early Years Trackers - Our 2022/23 data shows that in literacy, 50% of children are on track with rhyming and syllables and in Numeracy 50% are on track with copying and repeating patterns.

Wellbeing – Almost all learners in our school report positively against the wellbeing indicators. From P1-P7, analysis shows the lowest level of positive self-reporting is against the wellbeing indicator of Respected. Our pupil ethos surveys are also very positive overall. A very positive HMIe inspection highlighted that Nurturing relationships are central to the ethos at Our Lady’s Primary School. Across all classes, there are positive interactions between staff and children and children and their peers. Children enjoy being part of the school and are friendly and welcoming.



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Engagement –The majority of our families are connected on Seesaw, P4-7 children also engage well with Glow 365 tools. We have observed lower levels of family engagement at Second Level in particular. More than half of our children participate in our free after school programme; others access experiences out with the school setting. We will continue to track children’s participation in extra-curricular opportunities and provide opportunities for all learners to experience success.

Parents value the regular communication from the school and the different ways they can keep in touch with the learning and events in school such as social media. Staff use a variety of online platforms and apps to share information about children’s learning and seek the views of parents. They can share their child’s achievements through social media.

Any other relevant data to your school context - Our learners represent all Quintiles 1-4, with the majority living in Quintile 3; our gaps are variable across all stages and curricular areas. 12% of our school community have English as an additional language and early level language development remains a key focus for us. Almost all EAL learners are on track at first and second level. Most of our families engage positively with our school and our parental ethos surveys provide strong evidence of their engagement and involvement, with many of our responses well above the West Lothian average.

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

- Increase parental engagement to support parents and carers to participate in, contribute to and understand their child’s wellbeing and learning.
- Staff pedagogy and skills developed to enhance teaching, learning and assessment in literacy, numeracy and health and wellbeing. This will incorporate more active, creative pedagogy and self-directed agile learning.
- Develop approaches to high quality assessments which enable children to apply and demonstrate skills in new and unfamiliar contexts
- Engage with a wider range of schools to moderate their planning and assessment to continue to improve their professional judgements. This will support them to continue to increase attainment across the school.
- To begin to embed the principles of nurturing schools and trauma informed practice to facilitate an inclusive environment where all learners can access the curriculum and reach their potential.
- Refresh our curriculum rationale which will inspire creativity, develop an agile learning culture and focus on skills for life.
- All pupils to have the opportunity to be involved in leading learning through Leader in Me.
- Improvement in attainment in reading and writing and the further development of a reading and writing culture.
- Improvement in attainment in numeracy and narrowing the poverty related attainment gap.
- Whole school approaches to play, nurture and outdoor learning embedded in practice.



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Our Lady's 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
<p>Improvement in all children and young people's wellbeing:</p> <p>Embed, using a whole school approach, trauma informed practice where the principles of nurture, inclusive classrooms and attachment are evident in practice.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<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	<p>How will an Agile approach to strengthening the 4 capacities support all learners?</p> <p>How will you support student and staff HWB? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect learners at the centre?</p> <ul style="list-style-type: none"> • Ensure there are planned, progressive opportunities to promote wellbeing and children's rights. • Fully engage with the RRS Gold Award process to ensure the UNCRC is at the heart of our practice. • Fully embed the six principles of nurture across the school. • Embed whole school system for recognising and celebrating success and achievement linked to Leader in Me. • Provide more opportunities for parental engagement. • With increased use of data to identify appropriate HWB interventions, continue to build staff knowledge of barriers to learning and provide strategies and skills to address these. PSWs should consistently deliver appropriate interventions across all stages. • Increased focus on improving attendance and late coming. • Continue to embed Zones of Regulation across all stages • Create a staff wellbeing calendar for the year, taking into account the needs and interests of all staff. 	<p>By June 2024</p> <p>By May 2024</p> <p>By Feb 2024</p> <p>By Oct 2023 By Sept 2023</p> <p>By Sept 2023</p> <p>By Oct 2023</p> <p>By Oct 2023</p> <p>By Nov 2023</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> <ul style="list-style-type: none"> • Accreditation of ATSSA Bronze level to be awarded • Almost all (90%) pupils will self-report positively using the wellbeing indicators. • UNCRC RRS Gold Award Criteria to be reached • Quality assurance will evidence the use of nurturing principles in every classroom. • HWB tracker will show an increase in learners displaying positive wellbeing as well as termly GIRFEC Wheels and SHINE survey (P6/7) • Children recognised for wider achievements • All children will have access to safe spaces to manage overload or dysregulation. • One trusted adult approach used consistently across all stages • Observations using the Leuven's Scale will show an increase in learner engagement. • Almost all stakeholders will report that family learning opportunities are high quality, evident through feedback (i.e. questionnaires) • E&E meetings will show progress over time. • Staff wellbeing check-ins and questionnaires will show an improvement



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<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Ensure pupils receive consistently high quality learning experiences and assessment opportunities in all classrooms by engaging practitioners in supported professional learning and pedagogical development with a focus on reading, writing and numeracy.</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"> <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 	<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? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect learners at the centre?</p> <ul style="list-style-type: none"> • Consult with Literacy Pedagogy Officer and staff team to implement actions, interventions and enquiry to support literacy. • Literacy Champion to engage team in formulating and delivering the Literacy Strategy. • Work collaboratively across the school community to further develop a culture for writing and reading with a continued focus on reading for pleasure throughout the school. • School to make use of RIC support and resources and Maths Recovery in numeracy. • Support for Learning team and Numeracy Champion to implement actions, interventions and enquiry to support numeracy. • Numeracy Champion to engage team in formulating and delivering the Numeracy Strategy and Maths Recovery. • Continue to refresh assessment strategy and engage in professional learning to enhance staff capacity. • Continue to increase differentiation using data to ensure planned learning meets learner needs. • All staff will implement strategies learned through the <i>Excellence in Learning and Teaching</i> collegiate sessions to enhance Pedagogy and improve the quality of Learning, Teaching and Assessment opportunities in classes. 	<p>By Nov 2023</p> <p>By Oct 2023</p> <p>By Nov 2023</p> <p>By Oct 2023</p> <p>By Nov 2023</p> <p>By Oct 2023</p> <p>By Oct 2023</p> <p>By Feb 2024</p> <p>By May 2024</p>	<p>in positive levels of staff wellbeing.</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> <ul style="list-style-type: none"> • A range of assessment tools including; POLAAR (P1), Spelling Assessments and SEAL, will show in increase in attainment over time. • SNSA data will align with professional judgement and SNSA analysis will be used to inform the curriculum and planned learning. • Professional learning on assessment and High-Quality Assessments will increase staff capacity and increase pace of learning, as evidenced through moderation and quality improvement. • Staff will develop increased confidence in using Benchmarking Tools. • Learner Conversations will demonstrate all learners being able to describe how they can apply learning across a range of contexts. • Almost all staff reflect positively on the impact of Literacy CLPL on their practice by carrying out a Practitioner Enquiry. • Reading Accreditation Gold award • Almost all staff observed using creative pedagogy and Tapestry strategies in planning and pedagogy. • Almost all children observed to be engaged in learning using the Leuven Scale
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<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Implement targeted interventions for pupils from quintile 1 who are not achieving expected levels in health and wellbeing, literacy and numeracy.</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 ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information 	<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 Our Lady's Primary PEF Summary to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p> <ul style="list-style-type: none"> • Maths Recovery intervention for Q1 children not achieving expected levels in numeracy. • Active Literacy interventions for P3 to P7 children not achieving expected levels in literacy. • SALT to deliver whole staff training to support listening and talking (TCTL) • All staff continue to develop the use of 'Word Boost' and 'Teaching Children to Listen' • All staff to engage with weekly 'Signalong' actions and increase confidence in using them. • Develop staff skills in teaching HWB/numeracy/literacy through high quality CLPL and engagement with the moderation cycle. • Staff to engage in 'Inclusive Classrooms' practitioner enquiry to support interventions for our Q1 children. • Staff to implement social skills and nurture interventions for children not achieving the Shanarri Indicators and/or HWB benchmarks. 	<p>By Sept 2023</p> <p>By Sept 2023</p> <p>By Nov 2023</p> <p>By Sept 2023</p> <p>By May 2024</p> <p>By June 2024</p> <p>By March 2024</p> <p>By March 2024</p>	<p>Documented in PEF Plan</p> <ul style="list-style-type: none"> • Stretch aim - Raise attainment in numeracy by 3% for Q1 children. • Most children will make progress in numeracy from baseline through Maths Recovery intervention. • Q1 writing attainment to rise by at least 2% in identified intervention groups. • Most children will make progress in reading skills from baseline through reading interventions. • Most children will make progress on baseline for 'Teaching Children to Listen' intervention. • Almost all staff will reflect positively on the impact of high quality CLPL training on their classroom practice. • CIRCLE Framework audit will show an improvement for all teachers in their inclusive and equitable classrooms. All teachers will be able to speak confidently about the impact of positive changes made. • HWB observations linked to Leuven Scale to monitor progress in achieving the benchmarks and to demonstrate the pupils showing accurate representations of the Shanarri Indicators.
<p>Improvement in employability skills</p>	<ul style="list-style-type: none"> ☒ School and ELC Improvement 	<p>How will you ensure the four fundamental capacities are</p>		<p>How will you baseline where you are in order to</p>



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<p>and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> Continue to develop 1+2 Languages across the school to develop language skills for future employability. Develop skills for life, learning and work using Leader in Me approach and DYW skills curriculum. Develop the use of STEM strategies across all stages. <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"> <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 	<p>strengthened with an Agile Learning approach to the Curriculum?</p> <p>COURAGE/RELEVANCE/RELATIONSHIPS/VALUES STEM IDL OUTDOOR LEARNING PLAY 1+2 LANGUAGES SKILLS UNCRC (areas within the UNCRC toolkit)? Learners at the centre</p> <ul style="list-style-type: none"> 1+2 Lead Learner to plan and deliver training and development for staff. Develop language 3 from Primary 5 to 7 Promote and recognise a whole school approach to digital technology Continue to embed and transfer the 7 Habits of Effective People across all learning experiences, linking to profiling and wider achievements. Continue to enhance focus on the Sustainability Goals, through the context of Laudato Si. Increased opportunities for partnerships within the community and beyond, developing our skills curriculum. Increased learner autonomy in learning experiences through embedding use of floor books, pupil voice in planning and pupil leadership opportunities. STEM Strategy to be created and learning to be delivered across the school. 	<p>By March 2024</p> <p>By June 2024</p> <p>By Feb 2024</p> <p>By April 2024</p> <p>By Sept 2023</p> <p>By Nov 2023</p> <p>By Dec 2023</p> <p>By Jan 2024</p>	<p>measure next steps and impact? Regularly review and analyse data from your measures.</p> <ul style="list-style-type: none"> All children will have the opportunity to practise French vocabulary daily and at least once per week as a structured lesson. All children in P5-7 will engage in a language based project once in the session. 1+2 Lead Learner will facilitate or deliver two sessions to develop teacher confidence. Meet the criteria for a Digital Schools Wellbeing Award Meet Criteria for UNCRC Gold Award STEM learning evident in most classes. Almost all children engaged in STEM week activities Engagement in Digital Schools Wellbeing Award will increase staff and learner awareness of digital tools and platforms to extend and enhance learning. Pupil/Staff/ Parent completion of Leader in Me MRA survey (Measurable Results Assessment) shows increased scores in each of the assessed areas (Leadership, Culture, Academics)
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