

POLKEMMET PRIMARY SCHOOL IMPROVEMENT PLAN



2020 / 2021



Factors Influencing the Improvement Plan

School Factors

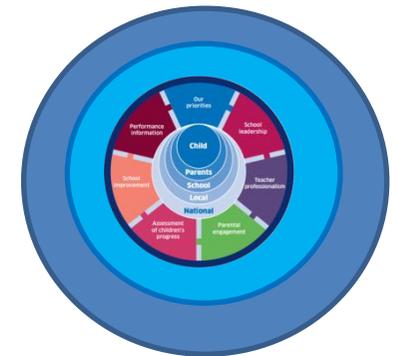
Addressing Action Points identified in school's Self-Evaluation procedures
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation
Appointment of two probationer teachers
Appointment of Cluster NQTs x 2
Appointment of PEF Development Post Holder
School Recovery Plan/Strategy

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
School Recovery Plan/Strategy



Curriculum Rationale
 Children staff, parents/carers and community partners will work together to promote a culture of mutual respect and lifelong learning where children are happy, motivated and have high self-esteem and confidence to enable them to realise their full potential.



1



Children staff, parents/carers and community partners will work together to promote a culture of mutual respect and lifelong learning where children are happy, motivated and have high self-esteem and confidence to enable them to realise their full potential.

‘Be all you can be’

2



- Celebrate all forms of **ACHIEVEMENT** and success.
- Be **ACTIVE** and make informed healthy lifestyle choices.
- Form caring **FRIENDSHIPS** in welcoming, nurturing, inclusive and supportive learning environments.
- **RESPECTFUL** words and actions for all.
- **RESPONSIBILITY** for personal achievements and those of others.
- Developing an awareness of how to keep ourselves and others **SAFE**.

3



- Form **supportive** partnerships between pupils, staff, parents/carers, other agencies, and the local and wider community to enable the positive development of each learner’s academic and social skills.
- To **prepare** children for each stage of their learning and development at Polkemmet Primary and their life beyond.
- **Enable** all children and young people to access an inclusive curriculum that provides the appropriate support and challenge to allow them to fully develop their skills and talents.
- Create and provide a variety of opportunities for learning which will **stimulate** and interest children's imagination and **encourage** their intellectual development to enable them to become successful learners.

Contextual Data Analysis and Rationale for 2020/21 SIP

a) Background

Polkemmet Primary School is situated in an area of significant multiple deprivation and our Free Meal Entitlement for pupils in Primary 1-3 is 48% and Primary 4-7 is 46%. There are currently 8 classes with two part-time Additional Support Needs teachers, a PEF appointed part-time nurture teacher, PEF appointed Family Support Worker (18hrs) and a PEF Development Post Holders (3 days), a Principal Teacher and a Head Teacher. The school is supported by a team of five Pupil Support Workers who assist pupils across the school. In the nursery there are two full-time Early Years Officers, three nursery nurses, one after school care support worker and two part-time pupil support workers supporting daily sessions. One Administrative Assistant and one part-time Clerical Assistant provide clerical and administrative school support.

For the past two years health and wellbeing, literacy, numeracy, pupil voice and parental engagement in learning have been the core features of the school's improvement work. Our data shows that overall, attainment in literacy and numeracy is good. By the end of P1, most children were on track within CfE levels for listening, talking and reading. In writing most children achieve early level by the end of P1. By the end of P4 the majority of children achieve the appropriate curriculum for excellence level in listening, talking, reading and writing. As of March 2020, most P7 most children were on track to achieve the appropriate curriculum for excellence level in listening, talking, reading and writing. Attainment in numeracy and mathematics as of March 2020 reflected that the majority of classes were on track. Attainment data shows that majority of children in P1, and P7 were achieving in line with national expectations. Attainment data shows that majority of children in P4 are achieving in line with national expectations.

c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

A number of our identified children experience gaps in their attainment due to lack of parental literacy and numeracy skills, Looked After Children status, ASD, early life experiences and ongoing family issues which have an impact on their aspirations for learning. Our target groups will be for identified children who experience barriers in literacy and numeracy, as well as all identified children requiring support to maintain high levels of attendance. Attachment difficulties have had a significant impact on the attainment of children throughout the school, with a larger group of pupils in Primary 3, 4, 5 and 6 where learning is regularly disrupted through poor self-esteem, lack of motivation or ambition and poor personal relationships. Most of our pupils are Quintile 1 (57%) and analysis of our teacher judgement data shows that there is a gap between the attainment in literacy and numeracy of pupils who are in Quintile 1, are LAAC (Looked After Children) and those that are in Quintiles 2-5. On average 25% of pupils across school as of March 2020 were not 'on track' (Teacher Professional Judgement) for literacy and numeracy attainment. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, significant periods of missed education, focus and concentration and vocabulary are all contributing factors. Approximately 6% of pupils in school have a diagnosis of Autism Spectrum Disorder (ASD) and 12% dyslexic. The barriers to learning here are more complex however there is scope for improving the experience within a highly differentiated and tailored curriculum.

Quintile 1 = 57% Quintile 2= 25% Quintile 3 = 2% Quintile 4 = 11% Quintile 5 = 1%

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

We propose to continue with the employment of a PEF Family Support Worker to engage and support identified children and families on improving attendance levels. Individual targets for children will be set in consultation with parents and monitored on a weekly basis. We will continue to work with our PEF Speech and Language Therapist to put in place interventions to address vocabulary development across the school, listening and talking skills and to build capacity in our staff to ensure long-term sustainability of interventions. Pupil Support Workers (PSW) will be employed to provide focussed literacy and numeracy interventions at P3, P4, P5 and P6, where the highest level of intervention is required. The senior leadership team and PSWs, will focus on target groups of identified children who are in Quintile 1, are LAAC or have ASD. These targeted interventions will be focussed on improving the attainment in literacy and/or numeracy with identified children. This will involve support for learning work, targeted supports in partnership with class teachers and also additional supports such as life skills and outdoor learning to help them to overcome barriers to learning and raise their aspirations for what they are able to achieve. We expect to see an increase in pupil attainment and decrease in off-task behaviours which disrupt learning. For ASD pupils we expect to see a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs. We will encourage a nursery parent focus group through new and creative ways of engagement with parents/carers. We will support the training of one of our early year's practitioners to engage with PEEP training, with the aim to provide future PEEP family session for our nursery children and parent/carers, with this we expect to see an increase in parental engagement at this level and in the vocabulary development of our youngest learners.

Polkmet Primary 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 learning in numeracy, reading and writing. Learning opportunities provide appropriate progression in numeracy, reading and writing skills and high-quality learning experiences.</p> <p>All children will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning</p>	<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 Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Implement Action Plans / driver diagrams led by Literacy and Numeracy Leadership for Improvement Groups - Continue developing Numeracy, Reading and Writing CLPL based on staff needs - Continue to develop shared understanding of high-quality learning, teaching and assessment experiences in Numeracy, Reading and Writing. Implement and evaluate approaches. - Continue to develop flexible, progressive frameworks for Literacy and Numeracy from Early to Second Level. - Continue Cluster literacy focus of developing positive writing cultures within each school, whilst looking at the progression and consistency throughout the schools. - Implement Action Plan / driver diagram led by Learning & Teaching Leadership for Improvement Group - Individual PRD targets are focussed on pedagogical practice 	<p>Oct' 20'</p> <p>May '21</p> <p>Oct' 20</p>	<p>Baseline observations = majority (62%) evaluated as good or above</p> <p>Almost all learning experiences (over 90%) are evaluated as good or above.</p> <p>Almost all pupils (over 90%), through focus groups, feedback positively about their learning</p> <p>Most (80%) of stakeholders reporting agree with above in stakeholder survey L& T questions</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Through targeted interventions 80% of our children in Quintile 1 are achieving Early Level in Literacy and Numeracy by the end of P1, 80% First Level by the end of P4 and 85% Second Level by the end of P7</p> <p>Increase and sustain attendance for children in Quintile 1 to above 94%</p>	<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 Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Implement Numeracy Action Plan focussing on use of numeracy interventions across the school - Implement PEF Literacy Action Plan in partnership with Cluster PEF appointed Literacy Support DHT - Implement PEF driver diagram on attendance interventions and continue to employ PEF Family Support Worker using pupil/family referral process 	<p>Oct' 20'</p> <p>Oct' 20'</p> <p>May 21</p>	<p>Target achieved in CfE levels supported by ongoing monitoring and tracking.</p> <p>Attitude surveys show 50% increase in confidence reported by young people and parents/carers</p> <p>Target of greater than 94% attendance, Quintile 1 achieved</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>All children receive regular, well-planned learning in HWB. Learning opportunities provide appropriate progression in learning and high-quality learning experiences that support their understanding and use of wellbeing indicators and also embed the language of GIRFEC and RRS.</p> <p>Young people in P1-P7 are able to self-report on their wellbeing to provide a baseline for future improvement</p>	<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 Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Implement wellbeing self-assessment Action Plan led by Wellbeing Leadership for Improvement Group - Analysis undertaken with all stakeholders to identify required interventions / partnerships required 	<p>Oct' 20</p> <p>Dec' 20</p>	<p>Focus groups of learners evaluating HWB lessons leading to a 90% reported understanding of wellbeing indicators</p> <p>Target achieved in monitoring and tracking levels supported by ongoing tracking of HWB Indicators throughout the session.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To embed a whole school framework which will enable children to make connections between skills for learning, life and work.</p>	<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 Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Implement DYW Action throughout the whole school community 	<p>Feb' 21</p>	<p>Focus groups of learners leading and evaluating an 80% awareness of DYW skills for learning, life and work, P4-7</p> <p>80% of P1-3 pupils have developed an increased vocabulary of skills for learning, life and work.</p>

