

St Columba's RC Primary School & Nursery Class SCHOOL IMPROVEMENT PLAN

2024 / 2025



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Relationships

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Values

Factors Influencing the Improvement Plan

School Factors

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

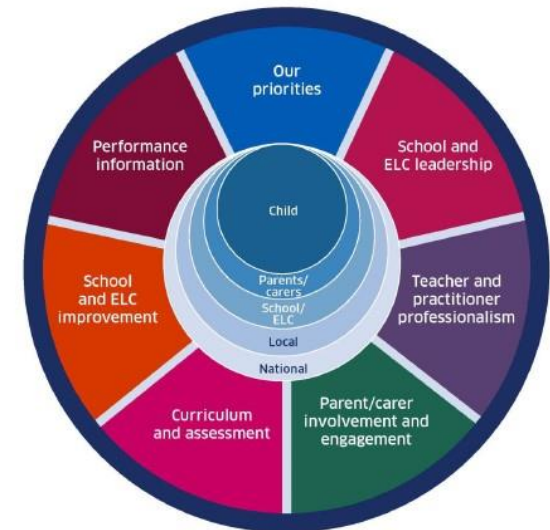
Local Authority Factors

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



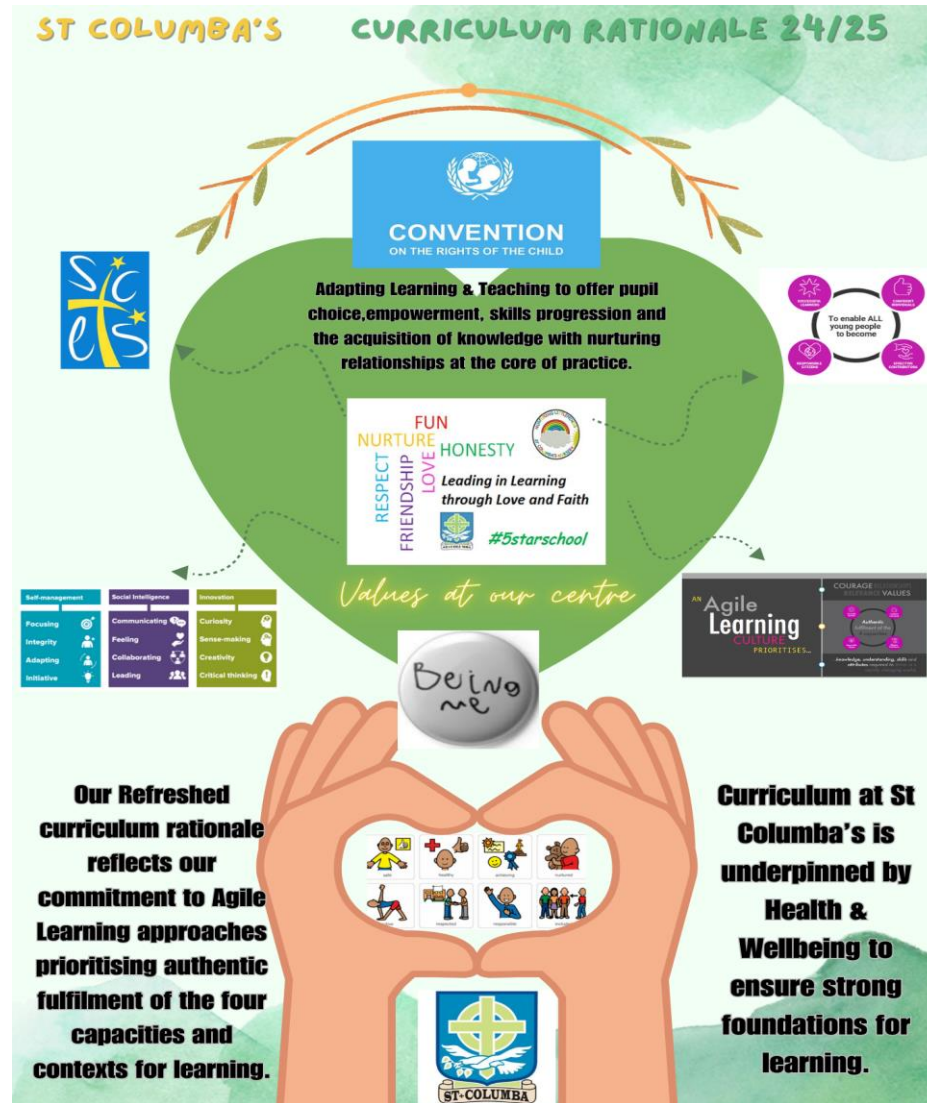
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Curriculum Rationale



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Contextual Data Analysis and Rationale for 2024/25 School Improvement Plan (maximum one side A4)

a) Background

St Columba's RC Primary is located in the Boghall area of Bathgate, West Lothian. We have a role of 112 primary pupils and 5 classes as well as a 30/30 nursery provision. We have 9.82% of our families living in quintile 1, 58.93% living in quintile 2 and 25.89% in quintile 3, we also have many of our families living in hidden poverty. We have 39.29% of our pupils with English as an additional language. Our free school meal entitlement is 39.29% and our attendance is currently 91.25%, with no exclusions. Health and Wellbeing of our pupils is at the heart of all we do at St Columba's, our curriculum rationale has been designed and underpinned around the wellbeing of our pupils. We are strong at developing positive relationships with our pupils, parents and families to ensure we achieve the best outcome for all our learners, establishing meaningful pupil and parental engagement. A key focus is targeting barriers to learning posed through social emotional needs and trauma, ensuring that all learners are able and ready to engage in targeted interventions. Over the last few years we have been striving to ensure that we provide nurturing, welcoming environments where inclusive high quality learning and teaching is provided, and agile learning is being developed. As a result our children are making good progress, however there still is scope to increase this further. Our staff work very effectively as a team, sharing best practice and peer support and challenge.

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

To overcome barriers to learning and to enable our pupils to access the help they need a supportive and nurturing environment is essential. Play based learning, free play, agile learning, personalisation and choice and outdoor learning ensures that they are all able to access the curriculum. Most of our Q1 pupils are on track in both literacy and numeracy, with the majority of our Q2 pupils on track in both literacy and numeracy. Data shows that our Primary 5 class are an identified group for targeted intervention, particularly in literacy. Our data tells us that listening and talking is a focus for us across the school, we will address this through interventions and moderation activities. Raising attainment in numeracy and maths will be a focus throughout the school through professional learning, engagement with 'Thinking Classrooms', the moderation cycle and the use of WL Pathways and route maps. We would like to offer CLPL to pupil support workers to deliver high quality interventions in both literacy and numeracy. The standard of learning and teaching in the school is good, interventions are in place to continue to raise this standard ensuring pace and challenge across all stages. Most staff have engaged in CLPL to support raising attainment and closing the gap. All children should be experiencing high quality learning and teaching with learning that is relevant and motivating. We will develop pupil voice and participation in decision making through the 'Youth Voice' programme and our journey to achieving the UNCRC Right's Respecting Gold Award. Wider achievement will be developed through digital profiling across all stages.

Early Years Trackers – are used effectively to record the individual progress of all children and identifies where support is required. The nursery class improvement plan contains more details.



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

- Further develop staff pedagogy and skills to support teaching, learning and assessment in literacy, numeracy and health and wellbeing, with a particular focus on pace and challenge.
- Engagement with the moderation cycle to further support practitioners gain a shared understanding of standards and expectations.
- To continue practising the principles of nurturing schools and a trauma informed approach to create an inclusive environment where all learners can access the curriculum and reach their full potential
- Further develop our innovative curriculum to inspire creativity, personalisation, challenge and enjoyment through an agile learning culture with a focus on skills for learning, life and work.
- All pupils have the opportunity to be involved in leading their own learning, facilitated through the class teachers.
- Improvement in attainment in listening and talking and continue to develop a writing culture.
- Improvement in attainment in numeracy and maths and narrowing the poverty related attainment gap.
- Continue to develop and embed our school approach to play, nurture and outdoor learning.



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St Columba'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>Health and Wellbeing authentically at the heart of all we do. Continue to embed trauma informed practice with the principles of nurture are evident throughout the whole school.</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	<ul style="list-style-type: none"> Fully engage in the process of working towards the Gold Rights Respecting Award Ensure that we continue to promote Children's Rights and wellbeing Continue to embed our trauma informed practice and the 6 principles of nurture Continue to develop a whole school approach for recognising and celebrating personal success and achievements Provide further opportunities for parental engagement Develop and implement a staff wellbeing programme to enhance staff morale and develop confidence Developing in Faith through Celebrating and Worshipping 		<ul style="list-style-type: none"> Achievement of the Rights Respecting School's Gold Award Most pupils will self-report positively using the wellbeing indicators Evidence through Quality Assurance processes will show the use of nurturing principles in every class Safe places in all classrooms/areas to allow space for children to regulate Recognition and celebration and tracking of children's wider achievements
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Ensure pupils receive consistently high quality learning experiences providing appropriate challenge, pace and differentiation in literacy, numeracy and maths.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<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	<ul style="list-style-type: none"> Work with Literacy Pedagogy Officer and staff team to implement actions and interventions to support literacy, with a particular focus on Listening and Talking Moderation in reading across cluster schools to develop staff's confidence in teacher professional judgement School to make use of RIC support and resources in numeracy and maths With numeracy lead support staff team to implement actions, interventions and enquiry to support numeracy with a particular focus in P4 – P7 Literacy lead to engage staff team in creating and delivering the Literacy Action Plan Staff will engage in relevant CLPL and use the strategies they have learned to help raise attainment 		<ul style="list-style-type: none"> Across the school attainment in overall literacy will show an increase on 2023/2024 figures Listening and Talking attainment across the school will an increase on 2023/2024 figures Across the school attainment in numeracy and maths will an increase on 2023/2024 figures Staff engaging in literacy CLPL will report a positive impact on their practice Staff engaging in numeracy CLPL will report a positive impact on their practice Evidence through Quality Assurance processes will demonstrate almost all staff providing appropriate pace and challenge in their planning and practice
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Achieving equity for learners through a plan of targeted and universal supports.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<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><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 ..\\Desktop\\2024 2025\\PEF Summary 2024 2025.PNG to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>		<p>Documented in PEF Plan</p>



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<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Increase the skills and achievements of all learners, within and beyond the classroom.</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 	<ul style="list-style-type: none"> • Embed the structure of balance, breadth and depth in our creative and innovative curriculum • Work towards the 'Scotland Play Award' • Continue to develop French language across all stages • Develop third language from P5-P7 • Further develop the use of digital technology to enhance learning, working towards the 'Digi School Award' • Work in partnership with the adult learning team to facilitate the opportunity to develop the skills required for life and work • Further develop pupil leadership roles aided by the use of pupil voice, using Empowering Youth Voices Resource • Further develop the learning and teaching of skills through our curriculum using the meta skills framework 	<ul style="list-style-type: none"> • Demonstrate progression towards achievement of Play Scotland Play Pedagogy Award • All children have the opportunity to use French vocabulary daily in the classroom and a structured French lesson at least once per week • All pupils in P5-P7 will receive a L3 lesson once per week • Families will engage in adult learning opportunities • Develop and implement a Pupil Voice Charter across the school community • Evidence progress towards 'Digi Schools Award' • The majority of learners will be able to identify the meta skills they have used in a variety of contexts
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