St Columba's Primary School
SCHOOL IMPROVEMENT PLAN
RECOVERY PHASE PLAN

2021 / 2022

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Continuing to Learn from periods of Remote Learning
Vision statement - Leading in Learning
Change of SLT 2020/2021
Percentage of ASN/EAL Learners
Flexible early learning and childcare implementation
Cluster Improvement Priorities

Local Authority Factors

Moving Forward in Your Learning Guidance – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework, Agile Learning, Primary Groups -Autonomy, Skills, Curriculum, Digital,
Literacy and Numeracy West Lothian Priorities, HWB Recovery Maps
Raising attainment, including closing the gap (West Lothian Raising Attainment Strategy)
Transforming Your Council
Corporate Plan
Children's Services Plan 2020-2023
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional Funding/Resources/Nurture Allocation
Pedagogy Team

National Factors
Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools
Equity Audit
Moderation Cycle and Assessment
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?
National Standard for ELC
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Developing Scotland's Young Workforce
Realising the Ambition
Child Protection Procedures
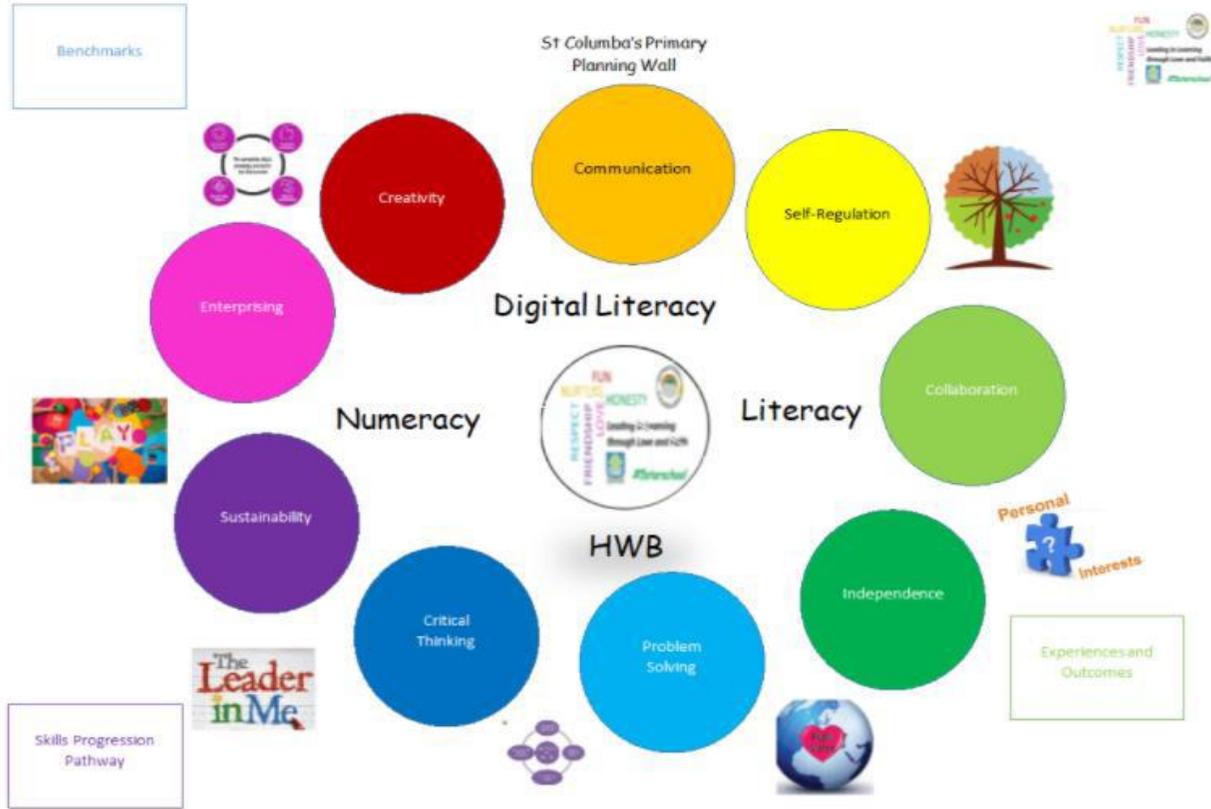GTCS professional standards and professional update 2021

Keeping our Values at the heart of everything we do.

FUN
NURTURE
RESPECT FRIENDSHIP LOVE HONESTY
Leading in Learning through Love and Faith
#5starschool

St Columba's Primary Planning Wall

Benchmarks

Creativity
Communication
Self-Regulation
Enterprising
Digital Literacy
Numeracy
Literacy
Collaboration
Sustainability
HWB
Critical Thinking
Problem Solving
Independence
Personal Interests
Experiences and Outcomes
Skills Progression Pathway

Our Skills Framework: Learning through and from periods of Remote Learning

CURRICULUM RE-EXPLORED

St Columba's consistently revisits the curriculum rationale that takes account of the most recent national and local guidance.   Refreshed curriculum rationales should reflects our 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 2021/22 School Improvement Plan

a) Background
The Head Teacher has been ably supported by the Principal Teachers and extended leadership team to manage and support staff and school community throughout a period of change. Over the last twelve months we have focused our energies on continuing to embed digital learning approaches and building on these approaches to enhance learning during periods of remote and in-school learning as well as on creativity, problem solving and communication in the curriculum and refreshing our curriculum narrative to reflect our learners' experience and journey. The school has had a positive validation of its work by the central ICT Team who noted our continued and robust use of Seesaw on return to in-school learning. The heart and soul of our school is about Leaders of Learning at all levels; all staff have a shared drive to do the very best for every child; we tracked engagement of children and families during lockdown to ensure we continued to support those hardest to reach. SLT team developed additional methods ensuring we communicated with identified families throughout this time. Our school and nursery ethos is based firmly on the principles of nurture and we consider ourselves to be a nurturing school. Expectations of all children and staff are high and we continue to keep standards high through our #5starschool branding which supports every part of our improvement journey. Children feel safe and respected at school and believe that they take responsibility for their learning experiences. Parents continued to report that they felt very well supported by the school whilst the children were accessing learning at home and find staff approachable and welcoming in the event of questions/suggestions and problems.

b) Data
Our data shows that, overall, attainment in literacy and numeracy is good. By the end of P1, the majority of children attain the appropriate CfE levels in Literacy and most in Numeracy and Maths. In writing the majority of children achieve early level by the end of P1. By the end of P4 and P7 the majority of children achieve the appropriate curriculum for excellence level in Listening, Talking, Reading and Writing. 82% of our Q1 Learners across the school are achieving below national expectations in one or more aspects of Literacy and Numeracy. We know that there is particular scope to further improve the quality of children's writing and overall Literacy attainment and attainment in Numeracy and Mathematics. 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. With a consistent focus on Numeracy through planned school and cluster improvement priorities children's understanding of number and number processes will continue to be developed. With a rigorous focus on all aspects of Literacy, in line with our context and West Lothian priorities, children's learning in Reading, Writing and Talking and Listening 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?
A number of our identified children experience gaps due to gaps in literacy/numeracy, EAL, ASD and/or early life experiences which have an impact on their 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 levels of engagement within. Attachment difficulties, parental mental health and trauma have had a significant impact on the attainment of a small number of children in a few classes. Analysis of our teacher judgement data shows clearly where there is possible improvement. Early life experiences affect a small number of our children. We will work with parents, carers and partners including SALT to support our children.

d)Summary/overview of proposal & non-negotiable outcomes
We will continue to work with partners and seek advice/support where necessary. Individual targets for children will be set in consultation and monitored regularly. Pupil Support Workers (PSW) will continue to provide focused literacy and numeracy interventions. These targeted interventions will be focused on improving the attainment in Literacy and/or Numeracy with identified children and regularly reviewed. We will continue to focus on Building a Writing Culture across the school and continue to develop our approaches to the teaching of Listening and Talking across all stages. Our flexible approach to Nurture will continue with our Principal Teacher leading group/individual interventions. Our SfL teacher will support targeted groups - mainly in P2 and continue to support across the school 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. Our Acting Principal Teacher will work with P7 on targeted Literacy interventions to support an increase in attainment. 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, augmented by AAC and a consistent approach to identifying, addressing and supporting their varied needs. We will continue to develop our digital strategy which will allow this work to continue through ongoing societal changes.

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
Improvement in all children and young people's wellbeing: X All Learners understand will understand what influences their mental health and emotional wellbeing and use strategies to positively support both.	Use of Resilience resource throughout school to raise awareness, understanding and skills development of tools to promote health and wellbeing. Continue to develop whole class Nurture approaches ensuring an inclusive learning environment for all Learners through use of CIRCLE. Working in partnership with IWS, SALT and Educational Psychology to introduce and use Zones of Regulation throughout the school to enable Learners to recognise their emotions and build personal toolkits to manage their emotions. Developing as a Community of Faith and Learning (DIF) focus on Celebrating and Worshipping in partnership with Cluster schools.	Aug '21-Jun '22 (HWB Champions) Dec '21 (All Staff; led by HWB Lead Learners) Dec '21 (All Staff) Aug '21-Jun '22	Increase in % targeted school positive responses in Pupil Ethos Survey from session 20/21 responses. Increased in scores across all classrooms between initial baseline and re-measure using CICS (Inclusive Classroom Scale)/Leuven Scale in ELC. All Learners able to recognise their feelings and one strategy to support self-regulation – evident through observation/learning conversations
Raising attainment for all, particularly in literacy and numeracy: X All Learners receive high quality feedback in Literacy and Numeracy which moves learning forward. X All Learners know where they are in their Literacy and Numeracy learning and the next steps needed to make progress.	Develop our approaches to Play Pedagogy through the Early and First (Infant) stages to support Literacy and Numeracy in context and across the curriculum. Reflect on, evaluate and augment broad Learning & Teaching practices through whole staff engagement with The Teaching Delusion (staff text) and our schoolwide focus on 'What Makes A Good Learner'. Develop and implement a Feedback Framework underpinned by Leader In Me Philosophy which supports pupils Literacy and Numeracy Goals. Enhanced opportunities for team teaching Literacy and Numeracy throughout school. Embed Teaching Children To Listen for all learners across the ELC	Nov '21 (SLT, EYO, Early Level & First Level Staff) Dec '21 (All) October '21 (All) Sept - June '21	Early and First Level school staff report increased confidence in the use of Play pedagogy. Learning environments show evidence of a unified approach to Play. Almost all pupils engaging in Learning Conversations know and discuss their next steps in Literacy and Numeracy. Increased scoring on the Listening Skills Scale for almost all children between initial baseline assessment and re-assessment
Closing the attainment gap between the most and least advantaged children: X To target Learners in Q1 through a partnership approach to Family Engagement and Learning, and targeted Literacy & Numeracy interventions.	Use of Digital Technologies to support Teaching and Learning of core subjects and skills. Additional staff resource utilised - Q1 pupils targeted interventions in Literacy and/or Numeracy as required.	Aug '21 (All) Jun '22 (CMc) Jun '22 (All)	Digital Schools Award is achieved. Increase in tracked Literacy/Numeracy attainment of Q1 pupils.
Improvement in employability skills and sustained, positive school leaver destinations for all young people: X To develop a shared understanding of, and approach to, Learning For Sustainability throughout the school. X To continue to develop leadership at all levels	Continue to implement Leader In Me programme across the school. Learn, Pray, Act – engage with Laudato Si via setting Learning For Sustainability goals. Develop our Lead Learner initiative (Distributed Leadership in ELC). Develop and implement a cohesive and comprehensive Pupil Leadership offer across the school.	Jun '22 (All) Mar '22 (All) Dec '21 (All)	Complete Core 2 of Leader In Me Programme. Most pupils can evidence an understanding of Learning for Sustainability through discussion. Lead Learners collaborate to achieve shared goals. Action Plans created, shared, implemented and impact measured. Pupil Leadership Groups are re-established, and impact positively on our Curricular Offer and Skills agenda.

PEF Priority	Proposed Actions & Resources *(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)*	What is the expected impact on reducing the gap in your context of your proposed actions? *(What story will your data tell by end of next session? By June 2022? You should include any targets linked to data)*	How will you measure the impact? *(You must be specific here in terms of:* • *new and existing performance data and other quantitative and qualitative information that will be required* • *plans for how data will be collected and reported)*

Literacy	PSW assigned to targeted children/groups across P4 and P7 focusing on identifying and closing gaps in Reading and Writing.
	
	Additional teacher assigned to work with targeted groups in P5 and P6. Focus on identifying and closing gaps in Reading, Writing, Talking and Listening.
	
	Literacy Development Role continuing session 21/22:
	  - targeted small group Literacy interventions P1-P3.
	  - whole school development reading/writing culture.
	
	Additional PT role to support strategic development of Raising Attainment strategy in Literacy – focus on developing Reading & Writing Curriculum.
	
	Speech and Language Therapist:
	  - Box Clever refresher training (staff) & Parental Engagement.
	  - LIFT Training refresher training (staff) & Parental Engagement.
	  - Teaching Children To Listen refresher training for all staff inc targeted blocks with NQT and Probationer.
	  - Wordboost refresher across school.
	  - Termly Staff Drop-ins.
	  - Targeted small group language/vocabulary interventions.
		Improvement in targeted Q1/Q2 learners PM benchmarking scores.
		
		Improvement in targeted Q1/Q2 learners SWST scores.
		
		Improvement in targeted Q1/Q2 confidence in Talking and Listening skills.
		
		Improvement in targeted Q1/Q2 vocabulary.
			Observation and dialogue across the school community confirm an increase in listening, speaking, reading and writing vocabulary.
			
			Increase in Learners 20/21 attainment track 'green' ELC Literacy & Communication.
			
			Increase in 20/21 tracked combined Literacy attainment across P1 to P7.
			
			Achievement of Scottish Book Trust Reading School Accreditation.

Numeracy	PSWs assigned to targeted children/groups across school focusing on identifying and closing gaps in Numeracy using knowledge gained from Early/First Level Numeracy Programme for Vulnerable Learners & additional small group interventions. Cluster Numeracy Pedagogy Officer - fully embed use of WL Progression Pathways across Planning, Assessment, Teaching & learning. Additional PT role to support strategic development of Raising Attainment strategy in Numeracy – focus on developing Teacher confidence with Pathways and consistent T, L & A throughout school.	Improvement in targeted Q1/Q2 learners Sandwell scores. Improvement in targeted learners engagement and confidence with Number Talks. Improvement in targeted learners perseverance and willingness to try a variety of mathematical/numerical strategies.	Observation and dialogue across the school community confirm increase in Teacher confidence in engagement with WL Numeracy pathways. Professional dialogue and QA processes confirm a consistent approach to planning through use of WL Numeracy pathways across P1-P7. Increase in Learners 20/21 attainment track 'green' ELC Numeracy & Mathematics. Increase in recorded 20/21 tracked Numeracy and Maths attainment across P1 to P7.
Health and Wellbeing	HWB Development Post Holders: - See HWB Action Plan (key points: embedded and developed Outdoor Learning across curriculum; Focus on Food Technology (Curriculum Development); Trusted Adults; developing Nurturing School approaches including implementation of Resilience; CIRCLE Resource; Pupil Leadership in HWB; Parental & Community Engagement) Speech and Language Therapist: - School Community wide implementation of Zones of Regulation.	Reduction in latecoming for targeted Learners. Increase in positive self-reporting of HWB T&M. Increase in Teacher confidence in delivering Food Technology curriculum. Visible and audible use of Zones of Regulation in classrooms and throughout school.	Increase in overall 'green' attainment track in ELC Health & Wellbeing. Increase in 'green' track when self-reporting HWB against 20/21 data. Reduction in instances of latecoming.