



St John the Baptist RC Primary School SCHOOL IMPROVEMENT PLAN

2023 / 2024



Courage

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

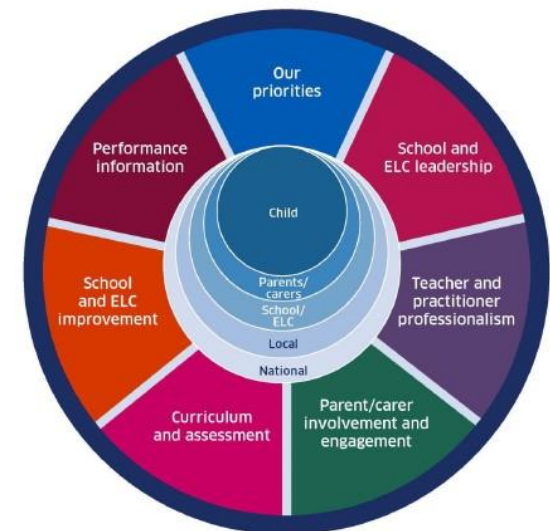
Local Authority Factors

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

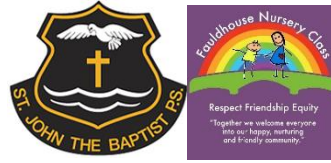


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Our Vision

“Inspiring success in a community of faith and love”

This vision is embodied in our school’s aims to:

Culture and Ethos: Create a welcoming and nurturing environment where achievement for all is celebrated.

Equality and Fairness: Support Children’s Rights (UNCRC) through promoting diversity, equality and fairness.

Learning and Teaching: Provide a variety of stimulating and challenging opportunities to engage children and develop curiosity and creativity.

Vision and Leadership: Develop leadership skills for life and for the future

Partnerships: Work in partnership within our school and the wider community

People: Work as a team, supporting one another.

Our values guide the way we work, they are:

Respect, Friendship, Equity



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Pupils who are confident, capable and creative. They have the skills they need to learn, learn well and enjoy learning.

We are committed to encouraging the development of essential skills such as critical thinking, problem solving, communication and teamwork.



Pupils who are self-assured and able to express their views, beliefs and values effectively and appropriately.

We will provide opportunities for pupils to engage in a range of activities and experiences to build their confidence and help them develop their identity.



Pupils who are able to take an active and responsible role in society, both locally and globally, and understand their responsibilities to others.

We will support pupils in understanding the impact of their actions on others and the world around them whilst encouraging them to take responsibility for their role in society.



Realising the Ambition



Pupils who are able to work effectively with others and make a positive contribution to their communities and the wider world.

We will help pupils to understand the value of collaboration and teamwork providing opportunities for them to work with others towards a common goal.



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Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan (maximum one side A4)

a) Background

St John the Baptist RC Primary is located in Fauldhouse, West Lothian. Equity - Quintile 1 children make up 42.78% of our school roll, Quintile 2 children 22.99% and Quintile 3 children 34.22%. According to the Poverty Profile of West Lothian, the school is 14th of 68 schools in the West Lothian Primary School SIMD Ranking, where a lower rank number indicates that the school is (on average) more deprived. There are currently one hundred and seventy six pupils and 8 classes. Our Free School Meal entitlement for P4-7 is 19.27%, our Clothing Grant uptake is 32.09% and our attendance is currently in line with the West Lothian average at 90.75%, exclusion rates are zero.

We are strongly committed to the GIRFEC agenda, the wellbeing of our pupils is central to the work we do. We have a strong focus on trauma sensitive practice and agile learning. We develop positive relationships with our pupils, parents and families to achieve the best outcomes for all learners, 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, ensuring all children are ready and able to learn/develop when accessing targeted interventions. In the last few years we have been striving to ensure we provide children with high quality learning and teaching in an inclusive, nurturing environment where creativity, independence and self-directed learning are promoted and encouraged. As a result, children are making very good progress. Our staff team work collaboratively to ensure that self-evaluation is an integral part of our approach to continuous improvement. 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)

Many of our pupils require a supportive and nurturing environment for learning enabling them to access the help they need to overcome barriers to learning. Play based learning, active tasks, free play activities and pupil voice allow them to engage more fully in high quality learning which ensures they are able to access the curriculum. Data shows that our current P6 class are an 'identified group' for intervention. There are a high number of Q1 and Q2 children who are not on track to achieve expected levels, especially in numeracy and maths, universally they also require some support to improve their writing attainment. There are a range of barriers to learning. These will continue to be addressed through our Support for Learning interventions and our engagement with the Attachment and Trauma Sensitive School (ATSSA) Gold Award. Further developing a culture for writing will be a focus for school improvement and pupil support across all classes. Our data tells us that writing features as an 'equity gap' for quintile one across almost all stages. Numeracy will also be a focus for quintile one and two children in P4-7. Numeracy will be addressed through targeted interventions and Maths Recovery. We will tailor support to help raise attainment in numeracy and maths across the school through professional learning, engagement with the moderation cycle and using WL progression pathways and route maps. Writing will be addressed universally throughout all stages with our Cluster Literacy Pedagogy Officer to support. Listening and Talking will be a focus in the early stages from ELC to P3 with the support of a PEF Speech and Language Therapist. The standard of learning and teaching in the school is very good. Interventions are in place to continue to raise this standard ensuring creative pedagogy and practice across all stages. All staff have engaged in Practitioner Enquiry to support raising attainment and closing the gap. All children should be experiencing high quality learning and teaching and have access to highly skilled staff who ensure learning is motivating and meaningful. Leader in me is now fully embedded with a focus on children leading learning. Authentic pupil voice and participation in decision making will be sought through 'Leader in Me', the use of HGIOURS and our work towards embedding UNCRC and the Rights Respecting Schools Gold Award. Wider achievement will continue to be explored through 'Leader in Me' and pupil voice will dictate on how this is celebrated.



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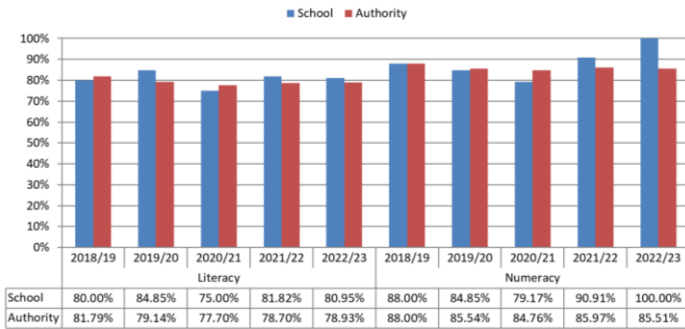
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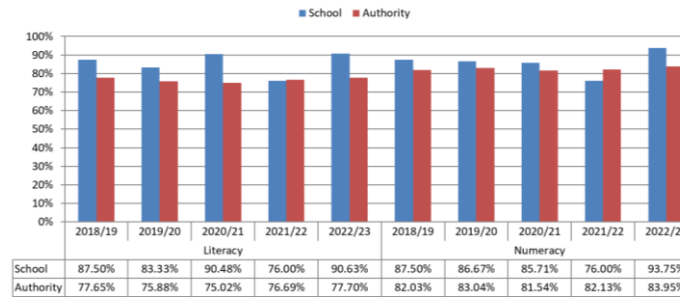
P1 Early Level

CfE Level Achievement - Primary 1



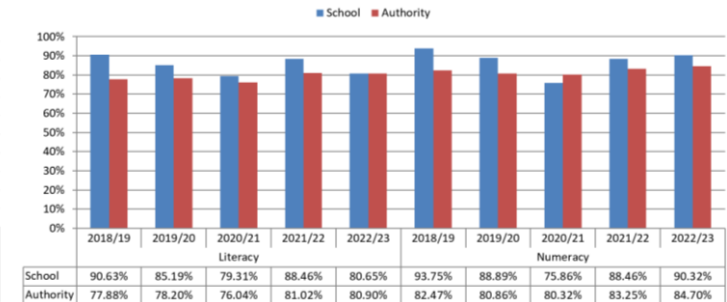
P4 First Level

CfE Level Achievement - Primary 4



P7 Second Level

CfE Level Achievement - Primary 7



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 enhanced to support teaching, learning and assessment in literacy, numeracy and health and wellbeing. This will continue to include active, creative pedagogy and self-directed agile learning.
- Active engagement with The Moderation Cycle to further support practitioners to foster a shared understanding of standards and expectations.
- Continue practising the principles of nurturing schools and trauma sensitive practice to facilitate an inclusive environment where all learners can access the curriculum and reach their potential.
- Provide a relevant curriculum which inspires creativity, develops an agile learning culture with a focus on skills for learning, life and work.
- All pupils have the opportunity to be involved in leading learning through Leader in Me.
- Improvement in attainment in writing and the further development of a 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.

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.

Please follow this link ([INSERT HYPERLINK](#)) to view our PEF Summary and find out more about our use of Pupil Equity Funding.



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St John the Baptist - 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
Improvement in all children and young people's wellbeing: <ul style="list-style-type: none"> Continue to embed trauma informed practice where the principles of nurture and attachment are evident in practice 	<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"> Ensure there are further 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. Continue to embed the six principles of nurture across the school, PSWs consistently delivering appropriate interventions across all stages. Embed whole school system for recognising and celebrating success and achievement linked to Leader in Me. Provide further opportunities for parental engagement. Continue to build staff knowledge of barriers to learning and provide strategies and skills to address these. 	Aug 23 Aug 24 Jan 24 June 24	<ul style="list-style-type: none"> Accreditation of ATSSA Gold level to be awarded Most (75-90%) pupils will self-report positively using the wellbeing indicators. UNCRC RRS Award Criteria Gold to be met by June 2024. Quality assurance will evidence the use of nurturing principles in every classroom. 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. All staff to complete Trauma Skills Training
Raising attainment for all, particularly in literacy and numeracy(universal): <ul style="list-style-type: none"> Ensure pupils receive consistently high quality learning experiences in all classrooms by engaging practitioners in supported professional learning and pedagogical development with a focus on writing, numeracy and maths. 	<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"> School to make use of RIC support and resources in numeracy and maths. Support staff team and numeracy lead to implement actions, interventions and enquiry to support numeracy particularly in P4-7. Numeracy lead to engage team in formulating and delivering the Numeracy Action Plan. Consult with Literacy Pedagogy Officer and staff team to implement actions, interventions and enquiry to support literacy. Literacy lead to engage team in formulating and delivering the Literacy Action Plan. Work collaboratively across the school community and cluster to further develop a culture for writing. All staff will implement strategies learned through professional learning and practitioner enquiry to support raising attainment. 	Jan 24 Aug 23 Aug 23 Jan 24 June 24	<ul style="list-style-type: none"> Attainment in numeracy to rise by 2% across the school. Attainment in writing to rise by 2% across the school Attainment in combined literacy score to raise by 2% Almost all (over 90%) of staff reflect positively on the impact of Literacy CLPL on their practice Almost all (over 90%) of staff reflect positively on the impact of Numeracy CLPL on their practice. Almost all staff (over 90%) observed using creative pedagogy and strategies in planning and pedagogy. Almost all children (over 90%) observed to be engaged in learning using the Leuven Scale
Tackling the attainment gap between the most and least advantaged children (targeted): <ul style="list-style-type: none"> Implement targeted interventions for pupils from quintiles 1 and 2 not achieving expected levels in literacy and numeracy. 	<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"> Maths Recovery intervention for Q1 children not achieving expected levels in numeracy. SALT continue to deliver Language of Maths and Lego Therapy interventions for P4-P7 children. All staff engage with cluster pedagogy support for writing and implement interventions on 'Core Writing Targets'. SALT to deliver whole staff training to support listening and talking. All staff continue to embed 'Word Boost' and 'Teaching Children to Listen' Develop staff skills in teaching numeracy/literacy through high quality CLPL and engagement with the moderation cycle. Staff to engage in practitioner enquiry to support interventions for our Q1 and Q2 children. 	Aug 23 Jan 24 Jan 24	<ul style="list-style-type: none"> Stretch aim - Raise attainment in numeracy by 2% for Q1 children in P4-P7. Most children (75-90%) will make progress in numeracy from baseline through Maths Recovery intervention. Most children (75-90%) will make progress in writing skills from baseline through 'Core Writing Targets' intervention. Most children (75-90%) will make progress from baseline for 'Teaching Children to Listen' intervention. Almost all (over 90%) staff will reflect positively on the impact of high quality CLPL training on their classroom practice. Q1 writing attainment to rise by at least 2% in identified intervention groups.
Improvement in employability skills and sustained, positive school leaver destinations for all young people: <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 Develop the use of STEM strategies across all stages. 	<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"> 1+2 Lead Learner to plan and deliver training and development for staff. Continue to embed French language from Nursery to Primary 7 Develop language 3 from Primary 5 to 7 Leader in Me coaching and training for all staff – develop and implement approaches across all stages Promote and recognise a whole school strategy to digital literacy STEM leads to liaise with WL STEM group to deliver training and support to practitioners delivering STEM learning across all stages 	Oct 23 April 24 Oct 23	<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 and an L3 lesson once per week. 1+2 Lead Learner will facilitate or deliver two sessions to develop teacher confidence. Meet the criteria for a Digital Schools Award STEM learning evident in all classes through QA. Almost all (over 90%) children engaged in STEM activities. LIM principles evident across all classes and all children have a Learning Profile which is updated termly.



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