

# St Joseph's Primary **IMPROVEMENT PLAN**

**2023 / 2024**

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## 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

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### 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? 4<sup>th</sup> 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

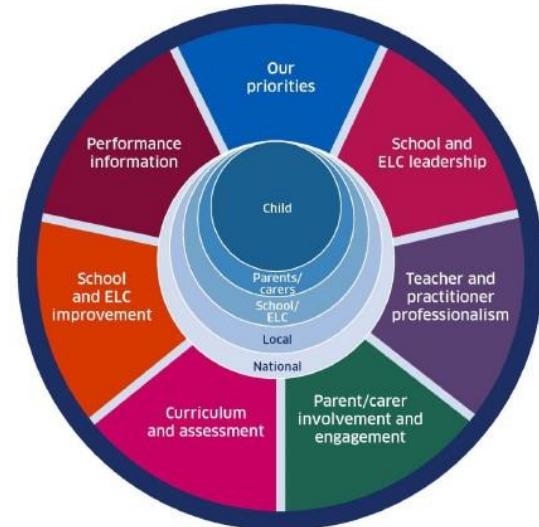
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan

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



### St Joseph's Primary School Vision

We work as a community of Faith in which every pupil feels valued and confident to engage in appropriate, rich learning opportunities which challenge and support them to reach their potential and be all they can be.'

### Our Values underpin everything we do :

- Love Hope Justice

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## Our School Aims:-

- **Dream** – have high aspirations for yourself and others.

To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children

- **Believe** – you can achieve your goals.

To create a safe and enjoyable learning environment where children and staff can take risks in learning and set their own challenges, each individual's uniqueness is celebrated.

- **Endeavour** –work hard, persevere and learn from mistakes.

To develop a progressive and challenging curriculum to develop skills for life-long learning, which are meaningful, relevant and enjoyable

- **Achieve** – celebrate achieving your goals

To ensure the best possible outcomes for all our learners and celebrate our successes.



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## Curriculum Rationale

Our curriculum rationale is underpinned by the UNCRC Rights of the Child and reflects the Gospel Values and Aims of our school, placing our learners at the heart. It is designed to develop the four capacities; - Confident Individuals, Effective Contributors, Successful Learners and Responsible Citizens at its centre. Staff and pupils collaborate to plan learning experiences using the Four Contexts for Learning; Opportunities for Personal Achievement, Interdisciplinary Learning, Ethos, and Life of the School, Curriculum areas and Subjects provide cohesive opportunities for all of our pupils to develop the knowledge, skills and attributes they need to be effective learners, who can think critically, adapt quickly and be successful and happy in life.

We work in a community of respect, where every member has the opportunity to engage in rich, appropriately challenging learning experiences. Our rationale is used to inform decisions about our curriculum and is based on the unique context of our community. We have a culture of high aspirations for our children and our curriculum provides opportunities for pupils to engage in activities to support inclusion and wider achievement.

Our Curriculum; -

- ❖ Is designed to provide support and challenge for all pupils through our curriculum pathways.
- ❖ Allows opportunities for all children to develop creativity and curiosity.
- ❖ Offers opportunities for wider achievement for all pupils
- ❖ Engages our pupils and parents in decision-making
- ❖ Provides all pupils with opportunities to develop the 8 Habits of Success and assume leadership roles in a variety of contexts.
- ❖ Promotes links with our local community and partners.

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## Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

### Background

The school continues to make good progress in Literacy and Numeracy at all stages. We support progression in learning using digital platforms such as MyON, IDL, Reading Cloud, Education City, GL Assessments, TEAMS and Seesaw.

The Scottish Index of Multiple Deprivation (SIMD) is the Scottish Government's tool to indicate areas of multiple deprivation in Scotland. In response to the Scottish Government's challenge that we 'Close the Gap' in educational attainment, the Pupil Equity Fund, has been used strategically to support our school to improve performance and focus strongly on the issues of Excellence and Equity which drive our aims and ambitions for pupils. The school is currently ranked as 24 out of 68 in the SIMD index for West Lothian.

In this session, there will be a continued focus on Listening and Talking and greater emphasis on Writing in genres across the school. We encourage all pupils to read for 30 minutes each day and a digital library continues to ensure equity of access to quality resources at home. Accelerated Reading and MyON analytics track levels of engagement and have positively impacted on reading attainment. This session we have engaged the support of a Literacy Pedagogy Officer to improve attainment across the 3 components of literacy. The focus will continue to be on using the gains made in reading, to be reflected in the quality of writing. Observations and research shared by the Pedagogy Officer indicate a drop in writing standards due to much less time spent writing. A Cluster focus on reviewing learning and teaching in writing will involve collaboration, shared CLPL, moderation of standards and re-establishment of 15 minutes writing each day including Free Writing Friday. Staff have engaged in CLPL in PM Writing and will implement the strategies this session.

We have a very diverse school community with 16.97% of pupils identifying as Polish and (6.88%) of pupils who joined the school recently identifying as African. Currently, 18.08% of our pupils identify as having English as an additional language. 9.17% of our school roll have Individual Education Programmes and 26.14% of the pupils have additional support needs. Our challenge is to work collaboratively with parents and partners to identify the individual needs of the pupils early and plan equitable interventions to remove barriers to learning. Our curriculum rationale reflects the unique and diverse nature of our context and is designed to provide a wide range of experiences to engage pupils in their learning. The number of pupils joining our school from local schools continues to impact negatively on our overall levels of attendance. Interventions to create good partnerships with parents and support agencies have impacted positively on this. There will be continuing interventions for identified pupils this session. We have continued to support our early career teachers to build their capacity and confidence to ensure effective learning and teaching. Through a Cluster initiative, there will be a continued focus on the identification of barriers to learning and the design of a bespoke package for each school on how the continuum of support assists the teacher to effectively support and challenge pupils with additional learning needs. CLPL will be provided for all staff to ensure equity of understanding and practice.

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Strong relationships, underpin our positive behaviour and nurturing school ethos, where pupils know who their trusted adult is and are encouraged to take reflection time to engage in restorative conversations when they have self/co-regulated their behaviour and emotions. Your Space Counsellors have supported the staff to maintain pupils in school, with support strategies in place. There continues to be no exclusions.

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

##### Track 4 Attainment

P1	Roll	Reading	Writing	Listening & Talking	Literacy	Numeracy	Mathematics
2020/21	30	86.67%	86.67%	76.67%	73.33%	90.00%	86.67%
2021/22	30	86.67%	86.67%	76.67%	73.33%	93.33%	90.00%
2022/23	24	75.00%	70.83%	75.00%	70.83%	91.67%	91.67%
2023/24	28	85.71%	85.71%	82.14%	85.71%	82.14%	85.71%

P4	Roll	Reading	Writing	Listening & Talking	Literacy	Numeracy	Mathematics
2020/21	36	75.00%	77.78%	77.78%	72.22%	86.11%	77.78%
2021/22	36	72.22%	72.22%	88.89%	63.89%	80.56%	83.33%
2022/23	46	93.48%	80.43%	93.48%	78.26%	89.13%	89.13%
2023/24	29	82.76%	82.76%	89.66%	82.76%	89.66%	89.66%

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GLOBAL COMPACT  
ON EDUCATION



P7	Roll	Reading	Writing	Listening & Talking	Literacy	Numeracy	Mathematics
2020/21	27	77.78%	62.96%	81.48%	62.96%	74.07%	70.37%
2021/22	27	77.78%	62.96%	81.48%	62.96%	74.07%	70.37%
2022/23	40	87.50%	90.00%	95.00%	85.00%	90.00%	90.00%
2023/24	29	89.66%	89.66%	96.55%	89.66%	93.10%	93.10%

## ELC

Data gathered from WL-ELC trackers indicates that our children continue to make excellent progress in becoming independent learners and developing their abilities to tend to their own needs. Supported by our well-resourced, enabling outdoor and indoor spaces, where children have the opportunity to climb, jump and balance, improvements in gross motor skills continue to be maintained.

Capturing children's voices, contributions to consultative planning and the encouragement of child-initiated play have seen significant improvement in children's levels of engagement. Data also shows that there is still a need for targeted support for individual children to enable them to confidently express themselves, cope with change, and share and cooperate with others, to ensure their basic rights.

Ongoing monitoring, observations and environmental audits of Literacy and Numeracy and Maths have been the catalyst to driving the development and improvements of our spaces to support rich learning experiences for our children and improve outcomes. Staff have committed to professional learning in these areas, which has resulted in a noticeable improvement in children being able to identify syllables in words, understand and use increased vocabulary, use effective questions and respond appropriately. Numeracy and Maths support resources on display have enhanced the environment and children are now more confident in touch counting.

We will continue to collaborate with parents and partners to tailor support to help raise attainment in Literacy and Numeracy and Maths and develop the Health and Well-Being of our children, particularly our quintile 1 children through professional learning, engagement with the moderation cycle and the use of WL progression pathways.

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

St Joseph's- 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
<b>Self-evaluation for Self-improvements (1.1)</b>  	<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"> <li>Embed collaborative approaches to self-evaluation with all staff</li> <li>Analyse and evaluate data to review/refresh systems and processes for School Improvement</li> <li>Capture data on learners' successes and achievements</li> </ul>	September 2023-May 2024	<ul style="list-style-type: none"> <li>Staff collaborate in the refresh of a Self-evaluation calendar</li> <li>Impact of self-evaluation processes on raising attainment</li> <li>Quality assurance processes are driving school improvement priorities</li> </ul>
<b>Improvement in all children and young people's wellbeing:</b>  Raise pupil confidence and build positive emotional HWB for all school members	<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"> <li>School and class Charters linked to UNCRC rights will be produced and displayed in the classrooms, dining room, and playground.</li> <li>Planning processes will capture and display the views of the staff and pupils using wall planners of the 4 Capacities and 4 Contexts for Learning</li> <li>To support student and staff HWB, Your Space Counselling Service will be in school 2 days each week to assist pupils and their families in coping with loss, anxiety and bereavement.</li> <li>Group work will be planned to support year groups in transition and to respond to identified needs</li> <li>School HWB Champion, Mini Champ, and School Improvement group (SIG) will support and inform school staff on WL Network developments. They</li> </ul>	August 2023-May 2024	<ul style="list-style-type: none"> <li>UNCRC Charters will be on display across the school</li> <li>Class wall planners will indicate pupil voice in planning and self-evaluation of initiatives</li> <li>HWB Questionnaires and PASS surveys will baseline feelings at the start and end of the session and measure the impact of initiatives</li> <li>Regular review and analysis of data will drive interventions and measure impact</li> <li>Your Space reports will measure the impact of work with individuals and groups</li> <li>HWB Champs, mini Champs, House Team and SIG review will measure impact initiatives</li> </ul>

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		<p>will create a programme of events to support school HWB</p> <ul style="list-style-type: none"><li>• <u>HWB SIG Priorities 23/24</u><ul style="list-style-type: none"><li>• Continue with pupil self-evaluation check-ins.</li><li>• Use information from the H&amp;WB resource survey to inform actions.</li><li>• August 23 – Update Trusted Adult Photo Books.</li><li>• Issue staff with House Point guidance.</li><li>• Designate a parent H&amp;WB champion and add them to the appropriate Team.</li><li>• Embed a whole staff approach to Leader In Me (LIM) Leadership Profiles. Wildly Important Goals to be used to target set and record success</li><li>• Rights Respecting School, Miss McCloskey Bara House Teacher will lead the Silver Accreditation plan</li><li>• Recruit two mini champions and ensure they attend termly meetings.</li><li>• Sports, Mr Kildae, Arran House Teacher and House members will plan a programme of HWB events for the session.</li><li>• Achieve Sports Scotland Gold Award</li><li>• Junior Road Safety Officers to be recruited</li><li>• Bikeability- involve senior pupils in Bikeability programme</li><li>• Engage with Sustrans to establish a bike lending programme</li></ul></li><td data-bbox="1471 158 1516 1151"></td><td data-bbox="1516 158 2189 1151"></td></ul>		
<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p><b>Raise pupil attainment by 1% across all stages</b></p>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> School and ELC Improvement</li><li><input checked="" type="checkbox"/> School and ELC Leadership</li><li><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</li><li><input checked="" type="checkbox"/> Parental Engagement</li></ul>	<ul style="list-style-type: none"><li>• HT and School Improvement Groups (SIGs) to analyse data to identify gender and ethnicity trends and attainment gaps.</li></ul>	August – May 2023	<ul style="list-style-type: none"><li>• School data from SNSA, GL Assessment and WLC Trackers will identify areas of development.</li></ul>

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<b>Improve attendance and time keeping in focus group</b>	<input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"><li>• Attainment data will drive Excellence and Equity meetings and inform WL trackers</li><li>• School data used to drive a programme of learning conversations linked to focus developments identified by SIGs.</li><li>• Ensure pace and challenge for all learners through effective differentiation and a variety of creative approaches across the curriculum.</li><li>• Continue to develop tracking procedures to capture progress in learning across the curriculum and learner's achievement</li><li>• Continue to enhance parental involvement and engagement and extend family learning opportunities across the school</li><li>• Extend class planning across the 4 Contexts for Learning proforma introduced to ensure consistency of approach</li><li>• Develop individual programmes to support Track 2 pupils and remove barriers to learning</li><li>• Staff will engage in Cluster CLPL initiative to enhance ASN provision with WL and Support Agencies using Circle materials to upskill understanding and strategies to support pupils with barriers to learning. This will form the basis of Practitioner Enquiry in all classes</li></ul> <p><u>Literacy SIG Priorities for 23/24</u></p> <ul style="list-style-type: none"><li>• Engage with Cluster Literacy Pedagogy Officer – Marion Cochrane to raise attainment in all 3 components of Literacy</li><li>• Continue to develop handwriting skills through explicit teaching methodologies</li><li>• Ensure consistent improvement in standards of presentation in all written work</li></ul>		<ul style="list-style-type: none"><li>• Regularly review and analysis of data from trackers will drive interventions to indicate a 1% increase in attainment in focus Track 2 group</li><li>• Evaluation from School Improvement Groups with drive priorities</li><li>• Classroom observations indicate consistency of pedagogy in Literacy and Numeracy</li><li>• Staff feedback will indicate increase confidence and knowledge in supporting pupils with ASN</li><li>• Progression pathway developed for ICT</li></ul>
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		<ul style="list-style-type: none"><li>• Targeted interventions for individuals identified with literacy gaps.</li><li>• Ensure consistent use of WL Sharepoint resources and support materials.</li><li>• Consistent use of WL Pathways and Benchmarks to plan appropriate learning</li><li>• Explicit teaching of sight vocabulary through Precision Teaching Strategies</li><li>• Parental engagement opportunities increased through family learning workshops</li><li>• Purchase supplementary reading materials to support children and provide culturally appropriate reading resources and high interest, low ability reading books.</li><li>• Collaboration with other SIG's to raise attainment throughout the school.</li><li>• <u>Numeracy/STEM SIG Priorities 23/24</u><ul style="list-style-type: none"><li>• Develop ICT skills</li><li>• Engage parents in online training of ICT new resources to support home learning</li><li>• Achieve digital school award</li><li>• Maths Recovery will be reinstated for targeted groups</li></ul></li></ul>		
<b>Tackling the attainment gap between the most and least advantaged children (targeted):</b>  <b>Raise pupil attainment by 1% in track 2 focus group.</b>  <b>Improve attendance and time keeping in focus group</b>  (	<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>Please follow this link (<a href="#">INSERT HYPERLINK</a>) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p> <ul style="list-style-type: none"><li>• To support student and staff HWB, Your Space Counselling Service will be in school for 2 days each week to support pupils and their families to cope with loss, anxiety and bereavement etc</li><li>• Outdoor play and loose parts play areas will be developed in the garden area</li><li>• Extend the use Trim Track in the garden area</li></ul>	August – May 2024	Documented in PEF Plan

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		<ul style="list-style-type: none"><li>Engage with the Equity Team to identify 2 potential school leaders to participate in a cluster CLPL initiative to Lead Equitable Schools</li><li>Introduce 'It Takes a Village to Raise a Child' Equity Strategy builds a cohesive approach to equity and strengthens Community partnerships</li></ul>		
<b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b>  Improve IDL links to Laudato Si Goals Embed LIM leadership skills at all stages Extend Leadership opportunities across the school  Ensure continuous professional development for all staff	<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"><li>Engage staff and parents in planning using the 4 Contexts for Learning and 4 Capacities</li><li>Engagement in Leader in Me, (LIM) 8 Habits of Success will extend leadership opportunities across the school</li><li>Create a framework to develop employability skills from Early to Second Level</li><li>Develop LIM individual leadership profiles for all pupils</li><li>Teams, Seesaw and a wide range of digital learning resources will continue as platforms to develop learning for all</li><li>IDL themes will be linked to Laudato Si Development Goals</li><li>A whole school Play CLPL to be arranged and strategy created with pupil ideas at the centre</li><li>Encourage and support career development for all staff</li></ul>		<ul style="list-style-type: none"><li>Use of 4 Context and 4 Capacity plans evident in classroom, pupils able to articulate their use to collect pupil views</li><li>Leader in Me Leadership profiles will evidence personal growth and leadership achievements</li><li>Pupil surveys on digital learning will evidence confidence and skill development</li><li>Outdoor learning and Play Strategy feedback will inform the development of this initiative</li><li>Laudato Si will be linked to LIM opportunities and Houses</li><li>PRDs, distributive leadership roles and signposting staff to CLPL to build capacity</li></ul>

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