

**ST NICHOLAS PRIMARY SCHOOL
IMPROVEMENT PLAN**

2020 / 2021

Factors Influencing the Improvement Plan

School Factors

Three new members of teaching staff
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

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



Contextual Data Analysis and Rationale for 2019/20 School Improvement Plan

a) Background

St Nicholas RC primary school serves the communities of Broxburn, Uphall, Dechmont and Uphall Station. As a Roman Catholic school, our vision and ethos are based on strong Gospel values. We are fully supported in our mission statement by our local parish of SS John Cantius and Nicholas RC Church, Broxburn. Our school provides a welcoming, happy, secure and inspiring learning environment. Our curriculum is underpinned by our core values of friendship, fairness, respect, trust, honesty and kindness. Strong partnership links exist with our cluster high school, St Margaret's Academy, and its feeder primary schools, as well as our geographic cluster of Broxburn Academy and its local primary schools.

Our children are confident, respectful and caring young people, who are a credit to our school and the community. We value our excellent partnership working with all our stakeholders. The school roll is currently **398** across 14 classes. Our popular Early Learning Centre – staffed by Early Years Officers and Early Years Practitioners – has capacity for 50/50 morning and afternoon and full day sessions. In session 2020/2021 our Early Learning Centre continues to offer a provision for 50 weeks of the year. Our school continues to attract large P1 cohort with a consistently high demand for places – this year our intake was 60 at P1 which has meant the compositing of two classes to accommodate all children.

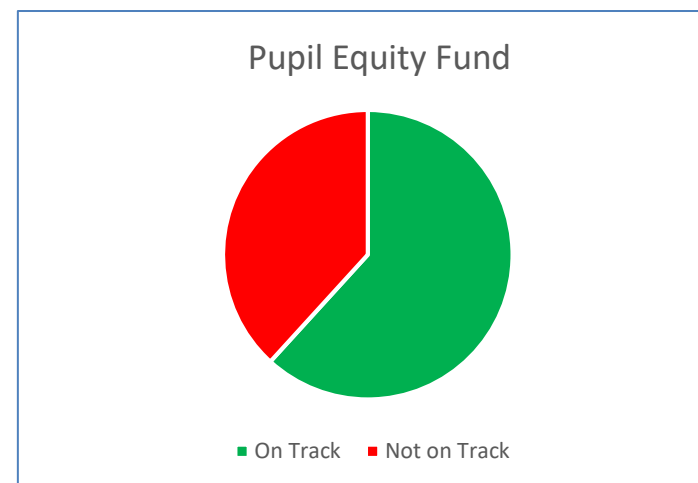
The school is led by a Head Teacher (Acting); Depute Head Teacher (Acting) and two Principal Teachers (Acting). The senior leadership team are all established St Nicholas staff, who know the needs of the school, its learners and its community, and together with the committed staff team, are driving school improvements to ensure the best outcomes for St Nicholas children. Our specialist staff this session includes a PE specialist and two instrumental tutors. We are supported by partner agencies including WLC Education Psychology Services, Inclusion and Wellbeing Service, Hearing and Visually Impaired service and Speech and Language Therapy and other health agencies. Working in effective partnership, together we meet the needs of all learners.

b) Data

St Nicholas Attainment Data 2020-21

Achievement of Level	Reading	Writing	Talking & Listening	Numeracy	Mathematics
Early Level	93%	89%	95%	93%	97%
First Level	93%	93%	98%	90%	93%
Second Level	81%	74%	97%	79%	81%

St Nicholas PEF



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

- Following the lockdown period from March 2020 until August 2020, and the subsequent implementation of our School Recovery Plan, our focus continues to be improving the attainment and outcomes of our learners.
- Our universal priorities are further strengthening our use of GIRFEC through creative and imaginative ways of children self-reporting on wellbeing indicators.
- We have maintained and improved very high standards of attainment in all areas of the curriculum and across all stages.
- Our areas of focus for this year will continue to develop literacy, numeracy and health and wellbeing.
- We will continue to identify and provide targeted interventions for children who are not on track.
- Our PEF funding – for 34 children – will continue to support interventions gaps in literacy, numeracy, health and wellbeing and EAL support.
- There will be specific focus on developing writing at specific stages – especially this year's P7.
- Another gap is our large cohort of EAL children, predominantly from Eastern Europe.
- All our gaps in learning will be targeted through effective planning for these learners and creative use of Support for Learning across all stages.
- We have a smaller number of Quintile 1 children (12). Currently 82% of Q1 children are on track.
- There is a relatively even spread across all quintiles of children who are not on track but in terms of SIMD, our gap at St Nicholas tends to occur across Quintiles 2 and 3.
- Across all areas, we have a significant number of children who are attaining above the nationally expected levels.

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

Following our 'recovery' period, we will now build on existing gains that children and staff have made to ensure that digital creativity is used to enhance learning. Literacy and Numeracy remain at the core of the curriculum. In literacy, we will be focusing on providing consistency and progression across all writing genres and embedding the culture of reading in St Nicholas. In numeracy, we will be continuing to develop consistency in the CPA approach, number talks with the introduction of maths through story across all stages. There will be targeted interventions in literacy and numeracy to close gaps in learning. Our curriculum is underpinned by Health and Wellbeing and by ensuring our children are happy, nurtured and safe within school. Our One Trusted Adult approach will continue, alongside tools to help children develop resilience. Furthermore, a whole school approach to our children developing key emotional literacy skills will also be introduced to ensure children can process and cope with their emotions and change.

St Nicholas 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	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
Raising attainment for all, particularly in literacy and numeracy: <ul style="list-style-type: none"> ➤ To ensure consistency of approach across the school in the teaching of literacy and numeracy (QI 2.2, 2.3) ➤ To provide opportunities for children to lead their own learning with increased participation and engagement for all (QI 1.1) 	<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"> ➤ Embed 'number talks' and CPA and ensure new staff use this approach (ELC-P7) ➤ Introduce 'maths through stories' to deepen understanding of mathematical concepts from ELC to P7 ➤ Ensure consistency of writing across all genres ➤ Embed the culture of reading across all stages and classes ➤ Focus on pattern and rhyme (ELC) ➤ Greater focus on learning outdoors to improve engagement, enjoyment and attainment of learners (ELC to P7) ➤ Continual focus on LTA cycle to improve pupil progress and attainment ➤ Continue to track attainment over time to ensure high standards (ELC-P7) ➤ Embed L2 (Spanish) from ELC to P7 and L3 (French) at P5-P7 ➤ To promote children's curiosity across the curriculum through the use of WL INspired approach to promote creativity and digital skills; 	SLT & Staff Team	<ul style="list-style-type: none"> • Evidence of all learners' participation in the four arenas tracked • ELC and school planning • CLPL - learning outdoors, genre writing, Emotion Works, maths through story • Almost all learners (90%) highly engaged in literacy and numeracy • Evidence from ELC/Primary Trackers • Pupil profiles on Teams and Seesaw show increased ownership of leadership of learning and targets • Reading Accreditation award
Closing the attainment gap between the most and least advantaged children: <ul style="list-style-type: none"> ➤ Ensure targeted and focused interventions to support children who are least advantaged and who show 'gaps' in learning (QI 2.4, 3.1) ➤ Promote a culture of inclusion and equity through timely interventions, quality partnership and community initiatives which provide equity for pupils (QI 2.4, 3.1) 	<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"> ➤ Targeted universal and individual interventions in literacy, numeracy and HWB for all pupils, focussing identified gaps in learning ➤ PEF funded post (cluster) will provide staff training in literacy to further close the attainment gap. ➤ Early intervention strategies for Early level children, and further speech interventions planned at First Level ➤ Language enrichment programme to help close gaps in vocabulary ➤ PEF funding will enhance support in numeracy to continue the positive impact in assessment, core skills and improving attainment for learners 	SLT & Staff Team	<ul style="list-style-type: none"> • Attainment and achievement tracked for all 'gap' children • Additional interventions for gap children (OPA, DMG) planned and tracked • AoW, CPMs, IEPs, ELC Personal Plans to monitor interventions and progress • HWB trackers • Pupil Surveys • Attendance tracked with interventions in place
Improvement in all children and young people's wellbeing: <ul style="list-style-type: none"> ➤ Enhance One Trusted Adult approach to develop emotional literacy in learners, in a safe and nurturing school environment (QI 3.1) ➤ Embed existing excellent practice in identifying learners self-reporting of wellbeing indicators and targeted interventions (QI 3.1). 	<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"> ➤ Continue to implement tracking and monitoring of wellbeing indicators ➤ Nurturing school ethos and nurturing class approaches (ELC to P7) ➤ Introduction of whole school emotional literacy programme (ELC to P7) ➤ Universal interventions such as Building Resilience Pack, Healthy Schools programme, One Trusted Adult Approach ➤ Targeted interventions including small group work and individual work, Mental Health First Aid, Seasons for Growth, Restorative Practice, OTA conversations ➤ Enhanced interventions to support learners where necessary to partner agencies (ELC to P7) ➤ Transition and enhanced transition of pupils from year to year and Nursery/P1 and P7/S1 supported to ensure wellbeing ➤ Pupil choice in leading learning and participation through the four arenas. 	SLT & Staff Team	<ul style="list-style-type: none"> • Increase in the number of pupils reporting wellbeing indicators as 'green' – 90% across all wellbeing indicators • Relationships between children and adults in school is further strengthened evidenced by Pupil Survey • Online platforms for supporting children – check-ins/OTA appointments/emails • Pupil feedback demonstrates success • Pupil leadership and participation increases significantly • Digital Resilience Award
Improvement in employability skills and sustained, positive school leaver destinations for all young people: <ul style="list-style-type: none"> ➤ Develop leadership skills and capabilities in all learners by the use of technology to enhance all learning experiences (QI 3.3) ➤ For learning, life and work (QI 3.3) <ul style="list-style-type: none"> • Creating planned and purposeful learning experiences for children to link this to skills developed in the curriculum • Develop a rich and responsive curriculum rationale, incorporating all aspects of diversity 	<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"> ➤ Promote a whole school focus on learner participation and application of skills in creative and innovative curricular contexts for all learners across the four arenas for participation. ➤ Launch a whole school pupil parliament ➤ Sustain our excellent progress in digital learning, building on post lockdown gains, by introducing an online learning platform for P1-3 ➤ Encouraging all learners to develop digital resilience skills ➤ Planned programme of DYW events - seeking alternative ways to strengthen partnerships across the community to build learners' social capital and aspirations for life beyond school (ELC to P7) ➤ Embed the WL INspired culture across the school to promote creativity ➤ Embed STEM programme of study (ELC to P7) and implement Gender Friendly Nursery strategy 	SLT & Staff Team	<ul style="list-style-type: none"> • Progression across learning in digital skills and application • Pupil parliament affecting change in school • Digital leaders from P4 – P7 • Digitally confident staff using Glow, Teams and Seesaw to enhance learning • Creativity and innovation evident at every stage through use of INspired • Children demonstrating leadership of learning through profiling, learning conversations and class planning • Digital Resilience Award • Rights Respecting Schools Award