

ST PAUL'S PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2023 / 2024



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

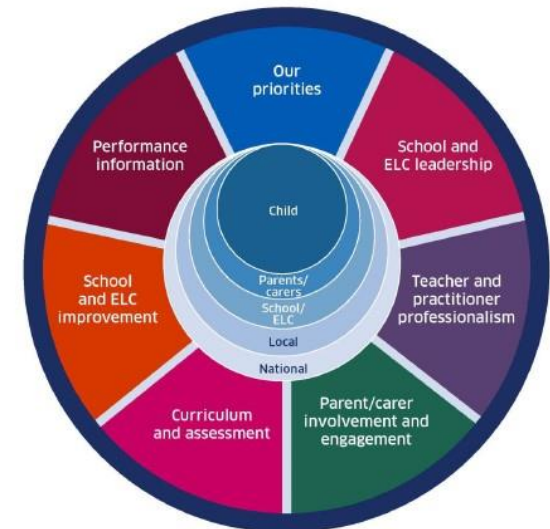
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

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



Courage

Relationships

Relevance

Values

Our Values

- Kindness
- Respect
- Responsibility
- Perseverance
- Resilience



Our Vision Statement

'Inspiring our learners to reach their full potential: Guided by Faith, Hope and Love'

Our Aims

At St. Paul's PS our aims are underpinned by the Gospel values of Faith, Hope and Love. We strive to ensure that we

- create a safe, nurturing and inclusive learning environment, where the unique gifts and talents of individuals are celebrated and where all children and staff can thrive and succeed.
- develop a learning provision that is meaningful, relevant and enjoyable, provides support and challenge and develops skills for life-long learning.
- promote a culture of positivity and resilience, where learning opportunities provide creativity, innovation and ambitious challenge.
- develop strong and effective partnership working with home, school, wider agencies and the local community to support and empower our learners.

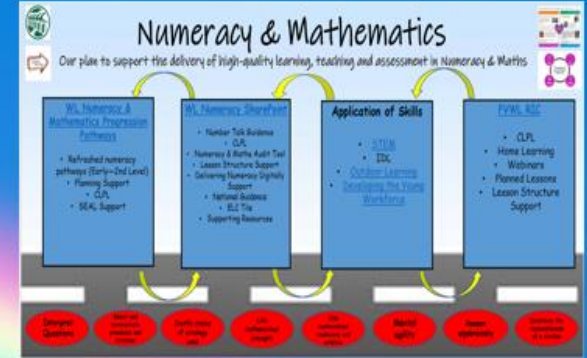
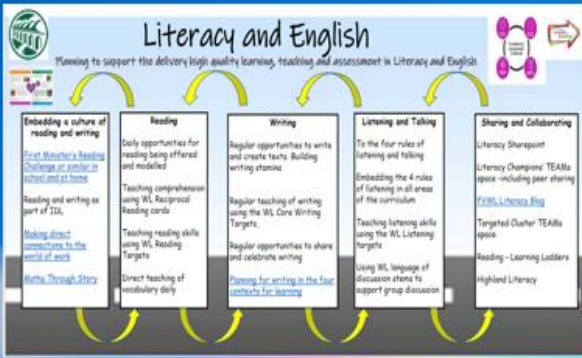


Courage

Relationships

Relevance

Values



Our Recovery Curriculum Rationale

Inspiring our learners to reach their full potential: Guided by Faith, Hope and Love



RELATIONSHIPS **VALUES** **COURAGE** **RELEVANCE**



Courage

Relationships

Relevance

Values

a) Background - The context for the learners in your school

The Head Teacher, alongside the Principal Teacher, leads the school and nursery in setting high expectations and developing core features of our improvement work. . There is a continued focus on developing positive relationships and supporting families across the school community with a relentless effort on inclusion and supporting our most vulnerable through a whole school nurturing approach. Our school has continued to ensure continuous improvement for all learners, engaging in on going self-evaluation activities with staff, parents, pupils and partners. The school benefits from a strong staff team who contribute positively to whole school improvement and share a clear vision for continuous improvement. St. Paul's Primary sits within an area of significant growth within East Calder. In the coming session, the school will increase in class structure from 6 to 7 classes. During this academic session, the school will see the start of significant works to extend and refurbish the whole school estate to include a purpose built ELC and modernisation of the internal building. With such significant change, we expect to begin a refresh of the curriculum to sustain a commitment to raising attainment and providing the best learning provision for our pupils.

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

Our attainment data for the whole school indicates:

Primary 1 – Most pupils attained the expected level in reading, writing, listening and talking and numeracy

Primary 4 – Almost all pupils attained the expected levels in listening and talking and most pupils attained the expected level in reading, writing and numeracy.

Primary 7 - All pupils attained the expected levels in reading and listening and talking. Almost all pupils attained the expected levels in writing and numeracy.

Our track 4 attainment data shows consistent progress at most stages for combined literacy, writing, listening and numeracy and for the majority of stages in numeracy. Our ELC trackers show good progress made in all areas of HWB, literacy and numeracy. Almost all learners self-report as green in all areas of the wellbeing indicators. Engagement and participation levels continue to be very good for almost all learners. Learners continue to demonstrate high levels of engagement when using digital devices as part of learning and teaching. The school's Digital Lead ensures devices are maintained so they are readily available.

School staff have continued to effectively support learners with ASN through the GIRFEC process (IEPS, Assessment of Wellbeing, CPMs) and in partnership with families and wider agencies.

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

Health and Wellbeing will continue to be a priority with a focus on embedding a nurturing approach across the school. The whole school community will work together to refresh the vision, values and aims and ensure that these are visible throughout the school. School staff will continue to embed practice in co-regulation to support learners to access their learning. Staff will develop a consistent approach to the tracking of wellbeing indicators and the use of the Trusted Adult approach. We will continue to develop a literacy strategy which aligns with the cluster literacy overview. Staff will develop pedagogy toolkits for literacy and numeracy to ensure a consistent approach is used throughout P1-7. The Curriculum Rationale will be refreshed involving all stakeholders to ensure that the curriculum reflects the uniqueness of St. Paul's within the East Calder community. We will continue to develop our approach to the use of digital technology to support learning across the curriculum.



Courage

Relationships

Relevance

Values

Anywhere 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>Improve children's wellbeing and resilience</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"> Refresh the school vision, values and aims involving all stakeholders. Continue to embed a consistent approach to the use of Zones of Regulation and Emotion Works to support learners with developing and understanding of regulating their emotions. Continue to develop staff understanding of a trauma informed approach. Plan and implement an agreed 'Commitment to Change'. Continue to use the SHINE resource to gather Health and Wellbeing data for Primary 6 and 7 pupils. Interrogate the survey results to inform and improve HWB curriculum and to plan next steps for learners. Implement a consistent approach to tracking wellbeing indicators through regular pupil wellbeing check-ins and use of trusted adult approach. Refresh Positive Relationships Policy to include anti-bullying statement and clear procedures for dealing with bullying incidents. Developing as Community of Faith and Learning (DIF)- continue to promote an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God Continue to engage with WL Management of Actual or Potential Aggression (Maybo) training Engage with WL 3.1 HWB Toolkit Continue to roll out the SCARF programme and ensure links with God's Loving Plan. 	May 2024 May 2024 Sep 2024 Dec 2024 Sep 2024 Dec 2024 Ongoing Sep 2024 May 2024	<ul style="list-style-type: none"> Staff and pupils will consistently implement Zones of Regulation strategies into their practice and pupils will demonstrate appropriate vocabulary Pupils and staff observed to use Emotion works terminology in day to day discussions with pupils Pupil ethos surveys Pupil wellbeing data Staff wellbeing questionnaires – evidence used to inform next steps for staff SHINE Data Evidence of language being used across the school – observations, class displays Planned inputs with pupil leadership group to include themes from HGIOURS and evidence gathered to inform future actions Information on HWB communicated across the parent body on social media platforms Evidence from QI activity Discussion as part of termly tracking and monitoring meetings/ IEP/ASP reviews
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All learners receive consistent, high quality learning experiences across literacy and numeracy, which are underpinned by effective assessment approaches.</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"> Develop a whole school literacy strategy which aligns with Cluster Literacy Overview. Develop literacy yearly overview for each stage. Develop planning and pedagogy toolkits for literacy and numeracy to support effective learning, teaching and assessment Through CLPL increase staff confidence and develop pedagogy in the following areas: formative assessment: learning intentions and success criteria; effective feedback. Staff to participate in reading and writing moderation at school and cluster level. Continue to build staff confidence in the use of CPA approach and the use of manipulatives in numeracy Consistent use of the WL pathways and route maps, including the new Beyond Number pathways 	May 2024 Dec 2024 May 2024 June 2024 May 2024	<ul style="list-style-type: none"> Literacy overview and whole school strategy developed Reading attainment to increase from 86% to 88% Writing attainment to increase from 84% to 86% Numeracy attainment to increase from 85% to 87% Quality assurance practice and procedures demonstrate increased staff confidence in planning, teaching and assessing appropriately challenging, enjoyable learning experiences in literacy and numeracy Moderation and pupil focus groups for literacy will show most children are confident within writing, in particular All staff feel more confident in arriving at valid and reliable decisions on learners' progress towards achievement of a level within literacy through a shared understanding and agreement of standards
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Improve attainment, attendance and engagement for our targeted children</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	<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</i></p>		Documented in PEF Plan



Courage

Relationships

Relevance

Values

	<input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p><i>Funding is being used to provide a range of universal and targeted approaches and interventions.</i></p> <p><i>Please follow this link to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p> <p>https://stpaulsprimary.westlothian.org.uk/article/15491/School-Documents</p>		
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Increase all children's skills (including digital) across all curricular areas</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"> • Refresh the curriculum rationale involving al stakeholders • Develop a clear, consistent play strategy for Primary 1 • Develop a consistent approach to pupil profiling across P1-7. Develop parental understanding of profiling. • Increase pupil 'zest' for learning through involving pupils more in planning for IDL to ensure lessons are matched to the needs and interests of learners. • Identify gaps in Digital Literacy in the upper school stages as part of their transition to secondary schools. • Begin to deliver aspects of Google's Digital Well Being to work towards the Digital Well Being Award. • Develop pupil leadership roles through planned events inked to enterprise, outdoor learning and accreditations 	<p>May 2024</p> <p>March 2024</p> <p>May 2024</p> <p>May 2024</p> <p>April 2024</p> <p>May 2024</p> <p>October 2023</p>	<ul style="list-style-type: none"> • Curriculum Rationale refreshed and shared with all stakeholders • All P1 staff have a shared understanding and can deliver high quality play for learning experiences within the 3 main contexts with increased confidence and evidenced in quality improvement data • Profiling systems are in place. Evaluate through pupil and parent feedback • SHINE survey shows increased scores for 'Zest for Learning' • Pupil Ethos Survey • Learner Conversations • Evaluation of play using 'How Good is our Play?'



Courage

Relationships

Relevance

Values