



Whitdale Primary School IMPROVEMENT PLAN

2018 / 2019

Factors Influencing the Improvement Plan

School Factors

Quality Improvement Partnerships (QIPs)
Relatively new SMT
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

Cluster Factors

New Head Teachers in post
Primary School's
Implications of PEF

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
Delivering Better Outcomes
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian's Early Years' Framework
West Lothian Parental 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
Standardised Assessments
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update
Effective moderation processes (internal and external) to inform the achievement of a CfE level
Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing



Our School Values, Vision and Aims:

*Our **Vision** at Whitdale Primary School & Early Years Centre is to create a safe and happy community and a curriculum which **inspires, engages, challenges** and enables learning that lasts a lifetime. We believe that everyone has the capacity to realise their full potential and to **flourish**.*

Our Aims

Leadership and Management

- *To ensure a safe and caring learning environment where all pupils feel valued and supported*
- *To improve the quality of learning experiences for learners through a programme of continued personal, professional development of all staff*
- *To enable learners to experience improved pupil self-esteem, moral development and social relationships, enabling them to develop as global citizens*

Learning Provision

- *To provide learning experiences that promote challenge and enjoyment; personalisation and choice through a broad, balanced curriculum that provides the highest standard of learning opportunities and experiences*
- *To ensure all learners are encouraged to reach their full potential through the promotion and recognition of achievement and attainment*

Successes and Achievements

- *To continue to recognise and build upon the children's wider achievements*
- *To involve the pupils, staff, parents and the wider community in the work of the school*



Curriculum Rationale and Design

Inspire Engage Challenge Flourish

Updated April 2017

Learning and Teaching

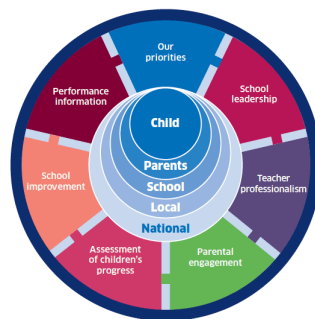
- High expectations for all which are shared.
- Engaging and active
- Setting challenging goals
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning and feedback
- Collaborative
- Developing learners' thinking skills
- Reflecting the ways different learners progress

Developing Young Workforce

We are recognising the skills for life that children need to develop and putting these into context within their learning to provide a pathway that meets their needs and aspirations.

The Curriculum

- We have a shared vision for our curriculum
- We value links with home and school and the community want to develop these further
- We work together to improve learning and the curriculum
- Pupil Voice is an important feature
- We take account of our pupil individual needs.



Principals for Curriculum Design

Challenge and Enjoyment
Breadth
Personalisation and choice
Depth
Progression
Coherence

Assessing progress and Achievements

- A range of assessment evidence is used to plan next steps in learning using judgements that are based on the Benchmarks for each curriculum level.
- Benchmarks are used to support the professional judgements of teachers.
- We track and monitor systems support pupils' progress and identification of needs.
- Self-evaluation and quality improvement procedures are collaborative and well planned.

			<ul style="list-style-type: none"> Continue to embed languages and principals of 1+2 in line with the new CfE benchmarks 	Lead Learner/ All teaching staff		ce of quality of quality assessment and specific feedback in writing – in jotters.
Improvement in Numeracy for all: <ul style="list-style-type: none"> Embed the WLC Maths and Numeracy Action Plan by continuing the development of planning for numeracy using the CPA approach and embedding SEAL and Maths Recovery to improve attainment for all learners in Numeracy. 	<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 Children's Progress <input checked="" type="checkbox"/> Performance Information	1.2 2.2 2.3 3.2	<ul style="list-style-type: none"> Engage with WLC Numeracy strategy Action Plan used to guide developments and liaise with development leaders to guide improvements Further embedding of SEAL, Maths Mindsets, Number Talks including Maths Working Walls within all classes to ensure consistency and progression. Further developing the Concrete-Pictorial-Abstract approach to planning and delivery of numerical experiences from N-P7 Two Teachers trained in Maths Recovery Staff member trained in Mastery in Maths and lead improvements Increase Parental involvement and family learning opportunities – Families connect, bitesize sessions, parent information leaflets, blog updates, newsletters, establishing Curriculum Café strategy. 	PT/All teaching staff/	01/19	Valid professional judgements- moderation activity evidence Professional dialogue Quality Improvement Procedures – Observation/Learning Walks/Learning Conversations Pupil/Parental feedback
Improvement in all children and young people's wellbeing: <ul style="list-style-type: none"> Further develop a whole school nurturing environment which improves the wellbeing of all pupils. To raise awareness of Wellbeing and develop a consistent and shared understanding, 	<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 Children's Progress <input type="checkbox"/> Performance Information	1.2 2.2 2.3 3.1	<ul style="list-style-type: none"> Further develop restorative practices across the school and evaluate and revise current policy's and processes in line with principals/school values. Staff awareness of resilience and the effects of Adverse Childhood Experiences Staff to engage with the revised Health and Wellbeing pathways in planning experiences that are varied, engaging and challenging. Create and trial a comprehensive HWB Overview that supports progression and consistency. Develop and implement a sustainable programme of food technology skills. Further develop links with partners and community. 	DHT/PT/ All teaching staff DHT/All teaching staff DHT/All teaching staff DHT/All teaching staff	10/19 01/19	Boxall and Strengths/weakness questionnaires Quality Improvement Procedures – Observation/Learning Walks/Learning Conversations Pupil/Parent and carer feedback

<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> Increased opportunities for all pupil to experience rich learning experiences about the world of work and develop further their identify as a learner. 	<input type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>2.2 2.3 3.2 3.3</p>	<ul style="list-style-type: none"> Introduce and use 'My World of Work' online resource form P1-7 to support pupils Further build links with partners including the establishment of a 'Big Working Breakfast' Career Fayre. Introduce and develop a Skills Academy programme across the school with a focus upon skills for learning, life and work. 	<p>All teaching staff DHT/All Teaching staff</p>	<p>09/18 10/18</p>	<p>Pupil/parent/carer feedback. Quality Improvement Procedures –Learning Conversations/profes sional dialogue/Planning</p>
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Additionality: Pupil Equity Funding Plan: Closing the attainment gap between the most and least advantaged children

PART 1: Contextual Data Analysis & Rationale

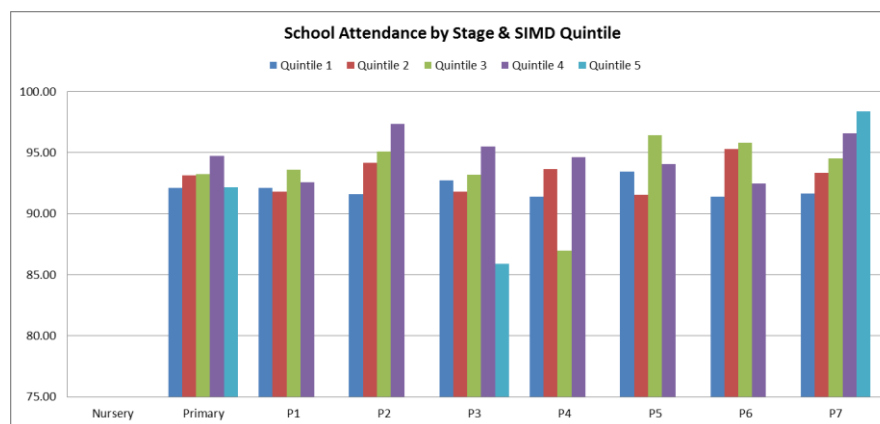
Whitdale Primary School is a large two stream non-denominational school on the east side of Whitburn, West Lothian, which is part of the Whitburn Academy cluster. Our vision is to create a safe and happy community, and a curriculum which inspires, engages, challenges and enables learning that lasts a lifetime. We have a strong commitment to ensuring excellence and equity for all our pupils and believe that everyone has the capacity to realise their full potential and to flourish. These values sit firmly at the centre of what we want for all of our children and it is our constant intention to ensure that no child is left behind as a result of disadvantage, poverty or inequity.

The school roll as of March 2017 is 367 with pupils organised across fifteen classes. We currently have 100 nursery children organised over two sessions in our Early Years Centre; we also offer flexible 2 day provision and provision for up to 10 eligible 2 year olds. The school and nursery are staffed by a head teacher, a deputy head teacher, two principal teachers, fifteen class teachers, three support for learning teachers (one full-time, two part-time), two visiting music specialists, five pupil support workers, six nursery nurses, two office staff and three supervisory assistants.

Validated Self-Evaluation in 2015 identified strong leadership across the school and a clear commitment from teaching and support staff to career long professional learning. The school benefits from a supportive & proactive Parent Council and an enthusiastic & committed Fundraising Group. A variety of events take place within the school to help develop parental involvement including curriculum showcases, family learning workshops, school show, class assemblies, meet the teacher events and planned parental consultations

The school SIMD ranking is 19 based upon levels of deprivation, with 1 being the most deprived. 31% of our P.1-7 pupils in receipt of free school meals. 40% of children attending are in SIMD Quintile 1, providing an exciting opportunity for the school to address the 'closing the gap' agenda.

School attendance, while in line with both the most recent Scottish and West Lothian statistics, is calculated on average at 93.3%. As indicated within the graph below, the average for pupils in Quintile 1 is consistently lower than other quintiles across the school, with the exception of P5, highlighting this as an area for intervention to ensure that gap in attendance is closed..



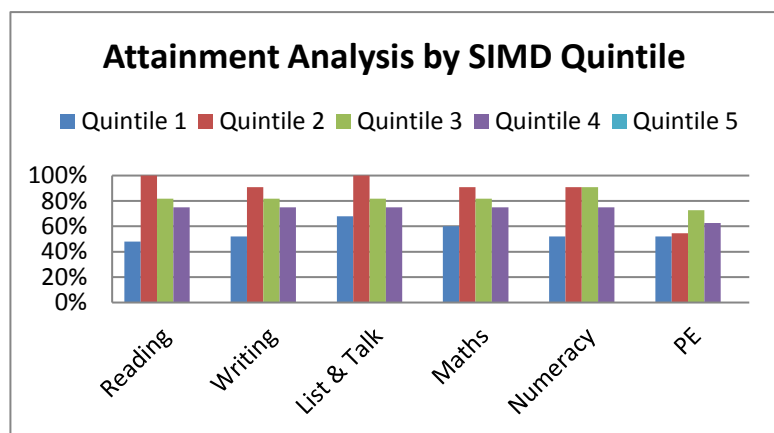
There were no exclusions within the year 2017.18.

Our tracked data demonstrates the overall school Curriculum for excellence levels are as follows:

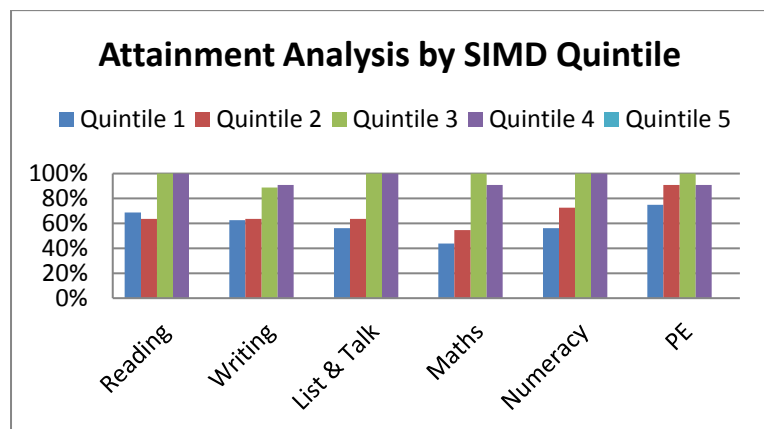
Stage	Reading	Writing	T&L	Numeracy
P.1	67.24%	67.24%	75.86%	70.69%
P.4	88.0%	76.00%	72.00%	76.00%
P.7	79.03%	77.42%	80.65%	85.48%

This data is broadly consistent with our SNSA data. Our systematically tracked data demonstrates that the comparison of our Quintile 1 | Curriculum for Excellence levels with other quintiles highlights significant gaps and areas for specific focus and targeted interventions:

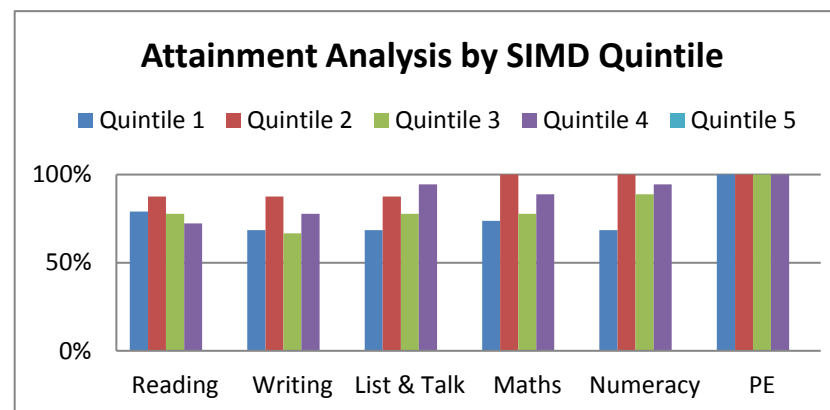
Primary 1



Primary 4



Primary 7



In auditing for the targeted interventions for 2018/19 these families are identified as being our main focus group for improving outcomes. It is our intention to raise attainment and ensure excellence and equity through a number of targeted and universal interventions as detailed in this plan. Evidence from professional teacher judgements highlight the need to continue to target Reading, particularly within P1, particularly including addressing the vocabulary gap but also ensuring a focus upon Writing across the school within our interventions particularly focussed with P1-3 and P5-6. While Numeracy has demonstrated progress this year for most pupils, there still exists a need to continue to focus upon Numeracy skills particularly within Primary 1 and 4 to ensure that pupils continue to make progress in line with expectations. The barriers to learning are varied and contributing factors may include confidence, mental wellbeing and resilience, periods of missed education and focus and vocabulary. Health and Wellbeing will continue to be a focus with specific attention given to emotion wellbeing as identified within the evidence from our strengths and difficulties data and whilst participation was not consistently recorded for all clubs and school events, informal tracking by class teachers, has indicated that this may also be a requirement for some of our families.

PART 2: Actions & Outcomes

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)	Stage/Year Grp	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 2020? You should include any targets linked to data)	How will you measure the impact? (You must be specific here in terms of: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Language Link continued within P1 – PSW (T&L, L) Targeted 'Reading Interventions' –x2 days Teacher input within P2-3(identified pupils and others) (T&L, L) 	P1/ identified others from P2 P4-7- Particularly	<ul style="list-style-type: none"> Increased vocabulary and raised attainment within reading and Writing – 75% of pupils achieving appropriate level within Writing in Primary 1 and 4. Increased staff confidence and understanding of writing pedagogy 	<ul style="list-style-type: none"> QI procedures (observations, plans learning walks, displays, pupil work and learning conversations) Ongoing assessment to measure progress – Language Link/IDL/Renfrew Word(Pre/post)

	<ul style="list-style-type: none"> • Training for Might Writers P1-3 teachers. (T&L, L) • Introduction of Mighty Writers approach within P1-3 (T&L, L) • Clicker 7 training to support Writing– P4-7 and netbooks issued to individual pupils to enable use (T&L, L) • IDL – extend use of online spelling programme to all pupils at First/Second Level (T&L, L) • Moderation of Writing assessments – within cluster - Early/First/Second(L&T, L) • Continue to develop Reading culture within school including Increased use of Library and community Library/develop and Word Aware -Development post. • Continue to develop a family reading programme. (L&T, L,F&C) 	<p>focus upon</p> <p>P4-7 and identified others.</p> <p>School Whole community</p>	<ul style="list-style-type: none"> • Consistent approach to Writing across the school and with identified pupils using ICT- Clicker 7, IDL as a targeted intervention to raise attainment within P4-7. • Developing leadership at all levels and capacity for leadership – CLPL impacting upon practice, Reading Development Post Holder/additional Teacher support/PSW. • Improved partnerships with other agencies and community. • Increased support for Reading and Writing at home. • Development of staff capacity and confidence in ensuring pupils' achievement of a level and professional teacher judgement. 	<ul style="list-style-type: none"> • Pupil/parental feedback and evaluations • Attainment data(CfE/SNSA) • PRD and professional dialogue • Tracking and monitoring advice • CLPL • Engagement of learners within writing tasks – Leuvan scale
Numeracy	<ul style="list-style-type: none"> • Participation in WL Research project using the app - Billions (T&L, L) • Continue to ensure that all necessary staff are SEAL trained and training of x2 member of staff within Second Level to support assessment and intervention – identified pupils within P5-7. (T&L, L) • PSW lead interventions – 5 Minute Box, SEAL targeted support, Maths Recovery approaches (T&T, L) • Sumdog – Continue to use effectively to support class and home learning. (T&L, F&C) 	P1 (one group of SIMD pupils x6 weeks)	<ul style="list-style-type: none"> • Numeracy attainment of P1 pupils using the app will have increased more significantly than pupils not using app – 75% of pupils in P1 will be attaining in line with expectation, with pupils within SIMD 1 represented more equitably within this group. SIMD 1 pupils • Numeracy attainment of targeted pupils P2-7 will have increased through increased support. Pupils within SIMD 1 will have increased by 2% working towards closing the gap. 	<ul style="list-style-type: none"> • Pre and post assessment (provided) 75% of P1 pupils will attain in line with expectations. • Pupil Engagement increased– leuvan scale • QI procedures (observations, plans learning walks, displays, pupil work and learning conversations) • Ongoing assessment to measure progress – Hinge Assessments (Pre/post) • Pupil/parental feedback and evaluations • Attainment data(CfE/SNSA) • PRD and professional dialogue • Tracking and monitoring advice • CLPL
Health and Wellbeing	<ul style="list-style-type: none"> • X5 hour long staff training session on ACE/Trauma to support staff in developing restorative practices /improve emotional wellbeing provided by Steven Turnbull (L&T, L) • Staff awareness of resilience and the effects of Adverse Childhood Experiences –screening (L) • Drama Box input – continued staff CLPL, pupils workshops and continue sustainable drama afterschool club (L&T, L) • Continued identification and support for pupils to develop the skills to become resilient, confident, motivated, emotionally literate: Nurture/Social Skills – small group/individual support.(L&T, L) • Breakfast Club Coaches(L&T) 	<p>All staff</p> <p>P3-4 identified pupils</p> <p>Identified pupils P3-7</p> <p>Breakfast Club</p>	<ul style="list-style-type: none"> • Staff continue to create a whole school nurturing environment where children and young people are listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they are cared about. • Pupils are supported to become resilient, confident and emotionally secure - further improvements • A greater understanding of the needs of Resilience and ACEs and how it affects pupils • Clearer understanding of children's needs. • Children increased understanding and ability to use emotional language • Improved mental and social wellbeing 	<ul style="list-style-type: none"> • Strengths and difficulties questionnaires-baseline/post – improved scores • P1 and P2 Boxall assessments – nurture/ • P3-7 Boxall assessments – nurture/social skills/fine motor • QI procedures (observations, plans learning walks, displays, pupil work and learning conversations) • Pupil/parental feedback and evaluations • PRD and professional dialogue • Tracking and monitoring advice – Girfec tracking • CLPL

<p>Across Learning</p>	<ul style="list-style-type: none"> Appoint a family Link Worker to support improved attendance, increased family engagement and learning opportunities. (F&C, L) Track pupil participation and provide increased opportunities for wider achievements/experience within school – choir/clubs (x1 day Teacher led opportunities) (T&L,) 	<p>P1 and 2 and identified others-across school. P1-7 SIMD Pupils</p>	<ul style="list-style-type: none"> Increased attendance/timekeeping of pupils within SIMD 1 by 1% and other identified pupils. Improved/increased home school engagement Increased support for reading/writing at home and parental confidence increased Increased opportunities for SIMD 1 pupils to participate in wider experiences and opportunities within school 	<ul style="list-style-type: none"> Improved school attendance/timekeeping of SIMD pupils working towards being in line with WL/National average of 95.3% Increased opportunities for Parents/Carers to support their child's learning- recording and tracking of attendance/engagement with opportunities Increased parental participation/engagement of SIMD1 parents/carers. Tracking of attendance at events school events etc Questionnaires – increased parental confidence in supporting children learning – Writing/Reading
<p>Cluster Professional Learning (bespoke)</p>	<p>Mighty Writer Training Session – Writing Culture Training – As identified above and in addition further support and training from the central PEF team</p>		<ul style="list-style-type: none"> Increase staff confidence in the supporting children within writing. 	<ul style="list-style-type: none"> Questionnaires/evaluations from staff demonstrating increased staff confidence.