KIRKHILL 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
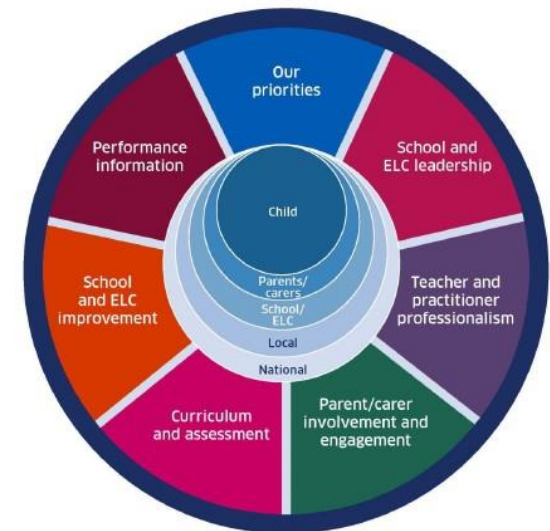Cluster Improvement Priorities
Equity Priorities

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

Our School Vision

"Playing, Growing, Learning Together"

Our Values

Knowledge

Independence

Rights Respecting

Kindness

Honesty

Inspiring

Life Long Learning

Laughter

Our School Aims

At Kirkhill we aim to:

Keep ourselves and others **safe** in a safe environment for learning.

Keep ourselves **healthy** so that our brains and bodies are ready to learn.

Never stop trying to **achieve** our best.

Make sure that everyone feels welcome, secure and valued in a **nurturing** environment.

Keep **active** through our play and learning.

Be **responsible** for our own actions and learning.

Respect each other's property, opinions and beliefs.

Ensure that everybody is **included**, matters and succeeds.

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Our Curriculum supports our Learners to be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Interactions, Experiences and Spaces

Review June 2024

Learning Re-explored
VALUES RELEVANCE COURAGE

Successful Learning
1. Motivating and Engaging Learning experiences
2. Self-esteem and resilience building will be integral to learning experiences
3. Individual Success will be celebrated
4. High expectations for all in line with school values
5. Learners will be creative and curious
6. Technologies will underpin approaches
7. Skills will be applied and new and different contexts

Opportunities for Personal Achievement
1. Application of skills linked to developing the agile learner
2. Individual talents and interests encouraged and opportunities provided to share and enhance
3. Celebration of Success and Achievement through individualised awards
4. HWB developed through opportunities to connect with peers
5. Expansion of knowledge through engagement with outdoors

Interdisciplinary Learning
1. Digital Technologies supports individualised and collaborative learning
2. Personalisation and choice will be developed through skill focussed approaches
3. Learners will expand their knowledge about local, nation and global contexts
4. Learners will develop an agile approach to learning through the 4 capacities and within the contexts of learning

Confident Individuals
1. Clean transition approaches ensure learners are ready to learn
2. Well maintained social, emotional and mental wellbeing supports success
3. Learners willingly share learning, opinions and views through different platforms
4. Relationships are maintained and built through planned experiences
5. Aspirational views are encouraged through engagement with DYW

Ethos and Life of the School as a Community
Vision and values will underpin all interactions and pedagogical approaches whilst promoting a happy, interesting and empowering learning environment.
Values are celebrated to reinforce positive relationships and work ethic throughout the whole community, including engagement with learning at home
Revised communication and sharing of information approaches support our commitment to partnership working
Spaces will be developed to encourage high quality learning experiences whilst following Government guidelines

Curriculum Areas and Subjects
1. WLC road maps support school approaches to providing breadth, depth, support and challenge within Literacy, Numeracy and HWB.
2. Broad General Education will be developed through meaningful links across the curriculum
3. Digital Technologies will continue to support learning in a meaningful way and will support communication approaches.
4. Assessment will be planned and ongoing, including assessment of home learning. Moderation will be integral to ensure high quality learning experiences.

Responsible Citizens
1. Curriculum will encourage expansion of local, national and global map, increasing understanding of Scotland's Place in the World
2. Learners will show an understanding of the views of others and a willingness to respect differing views
3. Learners show an interest and understanding of current affairs and identify ways in which equity can be achieved

Effective Contributors
1. Blended model learning encourages independence and self-management to achieve success
2. Resilience programme will be developed further
3. Communication will take place through different medias
4. Learners will develop problem approaches through critical skills learning opportunities

Health and Wellbeing Recovery

Literacy and English

Numeracy & Mathematics

4

Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan (maximum one side A4)

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

Kirkhill Primary School is a non-denominational school serving the community of Broxburn. The current school role is 261, comprising of 11 primary classes with composite classes at P2/1, P4/3 and P7/6. The teaching staff includes a Head Teacher (HT), a Depute Head Teacher (DHT), a Principal Teacher (PT) and a 0.5 Acting Principal Teacher (APT). Reduced class contact teachers offer high quality learning and teaching through STEM opportunities. The school benefits from a skilled support and administrative team, who provide good support for learning and teaching. The staff team continue to engage with the whole school community to ensure the best possible outcomes for all learners. The school benefits from a supportive and very proactive Parent Council.

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

	Reading	Writing	L+T	Literacy	Numeracy	Maths
P1	84%	84%	88%	84%	84%	92%
P2	85%	85%	92.5%	82.5%	85%	90%
P3	72.73%	69.5%	75.76%	69.7%	75.76%	81.82%
P4	84.21%	73.68%	89.47%	73.68%	81.58%	81.58%
P5	70.83%	66.67%	95.83%	64.58%	79.17%	81.25%
P6	74.29%	62.86%	74.29%	57.14%	62.86%	60%
P7	74.36%	71.79%	84.62%	71.74%	74.36%	69.23%

Quintile	
Q1	2%
Q2	66%
Q3	22%
Q4	5%
Q5	4%
N/A	1%

Stage	Roll	Level 1		Level 2		Level 3		Level 4	
		School	WL	School	WL	School	WL	School	WL
P1	25	88.00%	83.09%	8.00%	13.25%	0.00%	3.08%	4.00%	0.58%
P2	40	92.50%	80.20%	2.50%	16.10%	5.00%	3.14%	0.00%	0.56%
P3	31	77.42%	75.14%	19.35%	21.27%	3.23%	2.94%	0.00%	0.65%
P4	39	76.92%	73.97%	20.51%	21.45%	2.56%	3.65%	0.00%	0.93%
P5	46	67.39%	73.24%	30.43%	22.47%	2.17%	3.80%	0.00%	0.49%
P6	34	52.94%	71.64%	41.18%	23.21%	5.88%	4.39%	0.00%	0.75%
P7	38	71.05%	69.76%	15.79%	24.71%	13.16%	4.72%	0.00%	0.82%

- **CfE -** Our data shows that overall, attainment in literacy is good. By the end of P1 almost all children attain the appropriate CfE levels in listening, talking and reading and writing. By the end of P4 most children in reading and listening and talking with the majority in writing. In P7 the majority of children achieve the appropriate curriculum for excellence level in reading and writing with most achieving the appropriate level in listening and talking. There is particular scope to further improve teacher professional judgement and children's skill development in listening and talking across learning. Having a continued focus on writing and reading, combined Literacy attainment should continue to show progress. Attainment in numeracy and mathematics is good. Attainment data shows that most children in P1 and P4 are achieving in line with national expectations with the majority by the end of P7. With a consistent focus on numeracy through planned school improvement priorities children's understanding of number and number processes will continue to be developed. The Senior Leadership Team meets regularly with all practitioners to create robust systems which analyse progress and achievement in core subjects against the National Benchmarks. SNSA assessments are administered annually with pupils in P1, P4 and P7. The results from these assessments are used to support teacher professional judgement. Teachers create programmes of work for identified individuals where interventions and impact of interventions are regularly measured. The analysis of the quintile data informs us that the largest gap is within Quintile 2 and 3 learners for all areas of the curriculum. The data indicates the majority of learners are on track with there being a 20% gap between Quintile 2 and 3 compared to Quintile 4 and 5. In Reading, Writing, Listening & Talking, Combined Literacy, Numeracy and Mathematics girls outperform boys throughout the school by an average of 10% with the exception being in Listening and Talking in Primary 5 where boys outperform girls. The level of ASN within the school is above WLC average. Our Continuum of Support Levels reflect the areas for support. Multi-agency working supports the school's approaches to supporting learners' progress and wellbeing.

- **Early Years Trackers -** ELC trackers show that the pre-school children entering P1 require support with the language of time and measurement as there are less than a quarter who are on track with those concepts. Within Literacy there are gaps in the children's knowledge and application of rhyme and detail mark making. With careful consideration of planned learning experiences, learners will be provided opportunities to tackle these gaps in learning.

- **Wellbeing –** Wellbeing continues to be a priority for our learners. Most learners report as feeling safe, healthy, achieving, nurtured, active, responsible, respected and included in school. Almost all children have identified a trusted adult whom has a discussion with the learner if they negatively self-report against any of the indicators. During the continued period of recovery trauma informed practice continues to be focused on with the school working in partnership to support all learners. Pupil and parent ethos surveys support the findings of the self-reporting with scope for a HWB focus on the meaning of bullying.

- **Engagement –** Engagement with data supports our approaches to identifying barriers and deploying interventions appropriately to support learners in progressing within and across levels. Increased opportunities to support digital competencies with access to resources is central to support learner participation. Self-Evaluation demonstrates

Courage   **Relationships**   **Relevance**   **Values**

the requirement for all learners to have the opportunity to lunch time/after school clubs; these are being planned for with staff and our partners. Further staff engagement with 3-18 participation approaches will support engagement and participation across the school.

What are our improvement priorities? - Our data demonstrates listening and talking requires to be a priority to ensure accurate attainment date through accurate assessment of the progression of L+T skills. Our self-evaluation and quality improvement procedures identified the need for greater ownership of learning by learners, therefore a focus on skill development and creativity is required through a project based learning approach. In light of the current climate and changing lens, a continued focus on digital technologies, and UNCRC is central to the school's improvement journey. Literacy and Numeracy continue to be a focus for PEF interventions in line with data. Learners require support from staff through trauma informed practice approaches where there will be additional input through the training and deployment of Pupil Support Workers to support approaches within a whole school and targeted nurturing approach.

Courage   Relationships   Relevance   Values

Kirkhill Primary 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
Improvement in all children and young people's wellbeing: ➤ All learners will experience a nurturing inclusive learning environment where there is a culture of shared high expectations and aspirations for all. The application of Trauma Informed Practice will be applied and evaluated to ascertain supports, which require to be placed to reduce barriers. ➤ All learners to increase understanding of their rights with the school gaining the Rights Respecting Schools Silver Award. **(Placing the human rights and needs of every child and young person at the centre of education)**	☒School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	Universal: ➤ High quality professional learning to enhance staff understanding of Trauma Informed Practice. ➤ Use of Trauma Informed Practice approaches to support whole school nurturing approaches and to ensure all learners experiences reduce barriers to being ready to learn. Targeted: ➤ Learners will be supported individually and in small groups through targeted support with Nurture approaches. Universal: ➤ Whole school Rights Respecting Schools Steering Group. ➤ Whole school family events based on UNCRC planned and implemented ➤ Develop and implement the silver award action plan led by RRS Lead Learners, whilst attending and providing high quality professional learning. ➤ UNCRC Rights evident through the whole school community, including the use of language, in policies and through observations. Targeted: ➤ By engaging with UNCRC positive relationships approaches demonstrate the rights of the child in action with UNCRC Rights of a Child language being used through restorative conversations.		How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. Self-reporting reflects almost all learners feel safe, achieving, respected, nurtured and included. Learning Conversations demonstrate a greater understanding of wellbeing strategies to support wellbeing. Observations demonstrates a reduction in barriers with almost all learners demonstrating their ability to be ready to learn. Learner Conversations indicate a greater understanding and use of the Rights of The Child in daily practice and a greater reflection of learners' understanding of their rights. UNCRC Rights Respecting Schools Action Plan demonstrates progress through the use of RAG to identify areas for improvement and to support self-evaluation. Parent ethos surveys indicate 90% of learners and families have an understanding of the rights (baseline 54%) Family Engagement events and evaluations demonstrate the whole school community have a greater understanding of the Rights of the Child. Observations demonstrate a consistent approach to restorative conversations with an increased use of discussion of the rights of the child.
Raising attainment for all, particularly in literacy and numeracy(universal): ➤ All learners receive regular, well planned learning in Listening and Talking with a commitment to providing appropriate progression in learning.	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	Universal: ➤ CLPL is developed based on staff audit in order to increase staff confidence in delivering high quality learning and teaching in Listening and Talking with a focus on skill development, based in the connectivity between the 3 individual Literacy components.		How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. Classroom observations and peer learning walks indicate that most L+T lessons are progressive and skill focused (Baseline: Majority).

Courage   **Relationships**   **Relevance**   **Values**

| | | ➤ Develop and implement the action plan led by Literacy Lead Learners supported by WLC Pedagogy Officer, which involves robust cluster moderation programme
➤ Cross sector working with a focus on L+T and debating to support transition from 2nd level into 3rd level
➤ Develop whole school approaches to the use of PM Oracy
➤ Exploration and embedding of Digital technologies to enhance and enrich learning experiences

Targeted:
➤ Use data to identify learners with barriers in Listening and Talking. After baseline assessment, bespoke programmes with intensive interventions. Focus on Second Level children initially | | Learning Conversations indicate a greater understanding of quality learning and rich tasks in L+T.

Almost all staff surveys, Teacher Professional Judgement data and planning reflect an increase in confidence in delivering L+T in the classroom setting (Baseline: Majority), through consistent approaches to high expectations for learning and teaching in L+T
Assessment data demonstrates progression through L+T Skills with almost all learners demonstrating progress using PM Oracy and WL placemats.
Interventions baseline assessment demonstrates almost all have a positive impact on learners attainment |

Stage	L+T	Combined Literacy
P2	Maintain 88%	Currently 84%; increase to 88%
P3	Currently 92.5%; Moderate accuracy to be in line with other components	Currently 82.5%; increase to 85%
P4	Currently 75.76%; Increase to 82%	Currently 69.7%; increase to 75.76%
P5	Maintain 89.47%	Currently 73.68%; increase to 84.08%
P6	Currently 95.83%; Moderate accuracy to be in line with other components	Currently 64.58%; increase to 70.83%
P7	Currently 74.29%; increase to 79.89%	Currently 57.14%; increase to 68.34%

| ➤ All learners receive regular, well planned learning in Mathematics (Beyond Number) with a commitment to providing appropriate progression in learning through the consistent use of the WL Progression Pathways. | | Universal:
➤ CLPL is developed based on staff audit in order to increase staff confidence in delivering high quality learning and teaching in Beyond Number with a focus on skill development, based in the WL Progression Pathways
➤ Develop and implement the action plan led by Numeracy Lead Learners supported
➤ Cross sector working with a focus on Mathematics to support transition from 2nd level into 3rd level, especially through a STEM lens
➤ Develop whole school approaches to the use of WL Beyond Number Progression Pathways to ensure clear progression for all learners
➤ Exploration and embedding of Digital technologies to enhance and enrich learning experiences | | Classroom observations and peer learning walks indicate that most Beyond Number lessons are progressive and skill focused (Baseline: Majority).

Learning Conversations indicate a greater understanding of quality learning and rich tasks in Beyond Number

Almost all staff surveys, Teacher Professional Judgement data and planning reflect an increase in confidence in delivering Beyond Number in the classroom setting (Baseline: Majority), through consistent approaches to high expectations for learning and teaching in Beyond Number

Assessment data demonstrates progression through Beyond Number Skills with almost all learners demonstrating progress using WL Progression Pathways |

Courage **Relationships** **Relevance** **Values**

		Targeted: ➢ Use data to identify learners with barriers in Mathematics. After baseline assessment with bespoke programmes with intensive interventions. Focus on second level initially.		Interventions baseline assessment demonstrates almost all have a positive impact on learners attainment <table><tr><td>Stage</td><td>Mathematics</td></tr><tr><td>P2</td><td>Currently 92%; Moderate accuracy of TPJ</td></tr><tr><td>P3</td><td>Currently 90%; Moderate accuracy of TPJ</td></tr><tr><td>P4</td><td>Maintain 81.82%</td></tr><tr><td>P5</td><td>Maintain 81.58%</td></tr><tr><td>P6</td><td>Maintain 81.25%</td></tr><tr><td>P7</td><td>Currently 60%; increase to 74.36%</td></tr></table>
(Placing the human rights and needs of every child and young person at the centre of education)				
Tackling the attainment gap between the most and least advantaged children (targeted): ➢ Quintile 2 learners will increase Combined Literacy attainment by 5% from current levels. ➢ Quintile 2 learners will increase in Numeracy knowledge and understanding by 8% from current levels. ➢ Learner attendance will be increased through Family Development by 4%. **(Placing the human rights and needs of every child and young person at the centre of education)**	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	'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<mark>2023-24 PEF Plan</mark> to view our PEF Summary and find out more about our use of Pupil Equity Funding.'		Documented in PEF Plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people: ➢ To increase pupil voice, leadership and engagement through a project based learning approach. **(Placing the human rights and needs of every child and young person at the centre of education)**	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	Universal: ➢ High quality CLPL as a cluster to ensure collegiality ➢ Develop an understanding of project based learning and the pedagogical protocols ➢ Develop learner leadership by supporting children/young people to apply the relevant skills linked the world of work, including independence ➢ Use prepare, sprint review model to support staff to develop confidence in implementing and evaluating curriculum development within the BGE ➢ Implement and Evaluate creative and flexible approaches to learning and teaching		How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. Self-evaluation, classroom observations, peer learning walks and learner conversations reflect almost all learners are engaged in their learning (baseline: most) Learner voice evident in planning Classroom observations demonstrate learners are leading their learning experiences

		Targeted: ➤ Develop approaches to ensure the accessible of the curriculum for all i.e. use of digital tools, scaffolded approaches		Learner conservations demonstrate an increase of learners understanding of their involvement in curriculum Staff confidence levels in implementing project based learning pedagogy are increased by 2 on a scale of 10.