Beatlie School





VISION
& VALUES

SUPPORTING
DATA

ACTIONS
& IMPACT
PAGE 5-8

WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

# PRIORITY:

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

ELC ACTION PLAN

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CURRICULUM for EXCELLENCE





BIGGER PICTURE

\*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: 2024-2025

OURAGERELATIONSHIPS VALUES

#### **Beatlie School**



# CONTEXT & FACTORS

#### PRIORITY:

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values



WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?

# **SCHOOL (LEARNERS)**

All learners at Beatlie from 3-18 are working at the pre-early level of the curriculum.

Pupils are supported to make progress in foundation skills such as communicating a message, anticipation, sharing attention.

Work has been undertaken to identify key outcomes based on a life skills approach that will support pupils to become successful learners, confident individuals, effective communicators and responsible citizens in a way that is meaningful and relevant to them.

Post school destinations are planned in partnership with Adult Services requiring a social work package of support.

STANDARDS AND QUALITY REPORT

## LOCAL AUTHORITY & CLUSTER

Moving Forward in Your Learning Guidance

Raising attainment, including closing the gap (<u>West</u> 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

Secondary annual Raising Attainment plan

## NATIONAL

Pupil Equity Funding/Equity Audit

National Improvement Framework.

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 , Pre-early level milestones (Education Scotland)

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



#### **Beatlie School**



VISION & VALUES

## PRIORITY:

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values



## HOW DOES THE SPECIFIC IMPROVEMENT PRIORITY FURTHER THE VISION AND VALUES OF THE SCHOOL?

## SCHOOL VISION

To ensure a nurturing, inclusive, innovative and stimulating learning environment supported by a challenging and meaningful curriculum by working closely with everyone in our school community and beyond.

## **SCHOOL VALUES**

Inclusion

Respect

Happiness

## **CURRICULUM RATIONALE**

In Beatlie we aim to create a happy, nurturing learning environment which addresses the very specific physical, medical, sensory, social and educational needs of our pupils. See full curriculum rationale on link below:

We asked Staff and partners "What makes us unique?" (westlothian.org.uk)

Promoting independence and pupil voice are at the heart of all that is planned for our children and young people throughout their education.

(United Nations Convention on the Rights of the Child - Article 23).

Learning for Sustainability is at the heart of the school ethos and culture and is embedded throughout the school

In order to ensure a challenging and meaningful curriculum it is important to identify and track skills for life across communication, cognition and health and wellbeing that are meaningful and relevant for our pupils to help them live a fulfilled and happy life now and in the future. Our curriculum will have a life skills focus and be underpinned by strong core values.

PROVIDE A BRIEF BLURB CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

YEAR: 2024-2025 COURAGE



#### Beatlie School



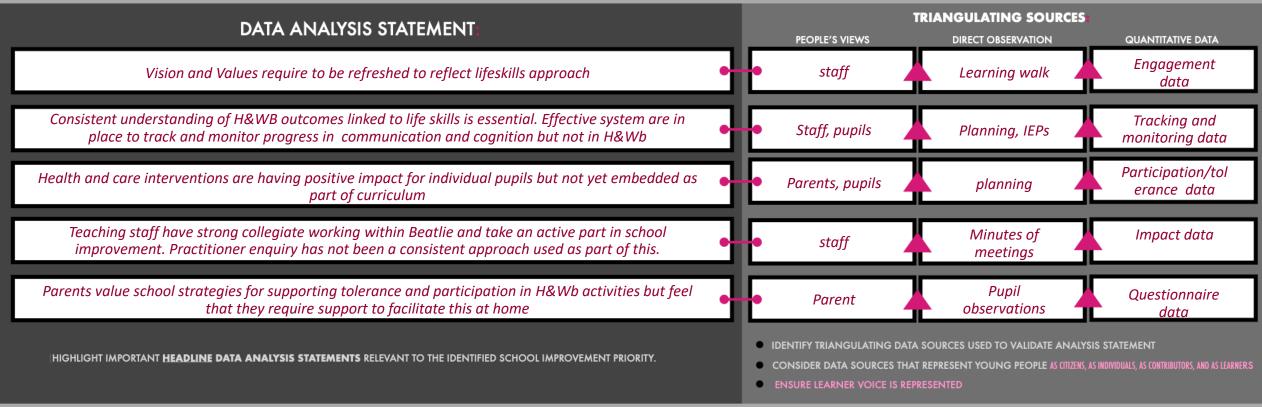


#### PRIORITY:

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values



## WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?



YEAR: 2024-2025 COURAGE

VALUES

#### **Beatlie School**



ACTIONS & INDICATORS

#### PRIORITY:

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values



## WHAT <u>SPRINT</u> ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT **THE SPECIFIC IMPROVEMENT PRIORITY?**

#### SUCCESS/IMPACT INDICATOR: **FUTURE ACTIONS ACTIONS: PLANNED ACTIONS:** Self-evaluation activities identified and planned SLT To complete activity with all staff and partners to to gather stakeholder views re Values views of all stakeholders identify shared values. Bv Oct 2024 Explore identified units from Equals curriculum All teachers, SLT To complete the PSE framework to support development of PSE life-skills By Oct 2024 framework H&Wb Plan health intervention groups (Dentist, For groups to be carried out across school for targeted Champion, PT Doctors, Hospital) that can be piloted across classes pupils. By Oct 2024 identified classes All teaching staff to engage in Practitioner All teachers, All practitioner enquiries to be planned using an Educational Enquiry training and plan an enquiry supported **Phycologist** appropriate planning tool by Educational Psychology colleagues Bv Oct 2024 Establish plan to empower parents to feel SLT Develop a plan to support identified families confident in using strategies to support different Octo 2024 aspects of H&WB at home BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY **DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.** BE EXPANDED AND BECOME 'PLANNED ACTIONS'

Self-evaluation activity will be ready to gather Units from Equal curriculum to support PSE curriculum have been identified. Pilot groups will have been introduced across 3 All teaching staff have planned an enquiry linked to curriculum development. Plan in place detailing identified parents, training opportunities and timescale CLEARLY DEFINED MEASURE OF SUCCESS. **REVIEW** SUCCESS **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.** 



#### **Beatlie School**



ACTIONS & INDICATORS

#### PRIORITY:

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## WHAT <u>SPRINT</u> ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT **THE SPECIFIC IMPROVEMENT PRIORITY?**

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 2. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

#### SUCCESS/IMPACT INDICATOR: **FUTURE ACTIONS ACTIONS: PLANNED ACTIONS:** 3 Shared values agreed by all stakeholders To consult with all staff, partners and parents to Bring the values to life and share widely All stakeholders establish 3 shared values that represent the By Dec 2024 Beatlie Ethos. Teachers will work together to consolidate skills Social and Physical wellbeing sections from the All teachers Create rationale for mental and emotional PSE framework will be completed with for social and physical wellbeing and identify wellbeing. Consider how to track progress By Dec 2024 strategies and curricular links to support these strategies and curricular links in place Evidence will demonstrate progress / change for Staff identified and time allocated for weekly Key staff Focus on health interventions health / care groups to take place. identified pupils By Dec 2024 All identified teachers will have planned a Teachers will have a clear plan to address an Teaching staff To carry out enquiry and collect data Practitioner Enquiry, to include baseline data identified need and measure impact By Dec 2024 and a plan to measure impact. Identify parents who have asked for support Parents to be contacted re proposed plan parents have been identified and information Class teams / with health or care interventions at home and Fiona Devlin shared with class teachers get in touch in touch re support plan. By Dec 2024 BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY CLEARLY DEFINED MEASURE OF SUCCESS. **REVIEW DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.** BE EXPANDED AND BECOME 'PLANNED ACTIONS' SUCCESS **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.**

#### **Beatlie School**



ACTIONS & INDICATORS

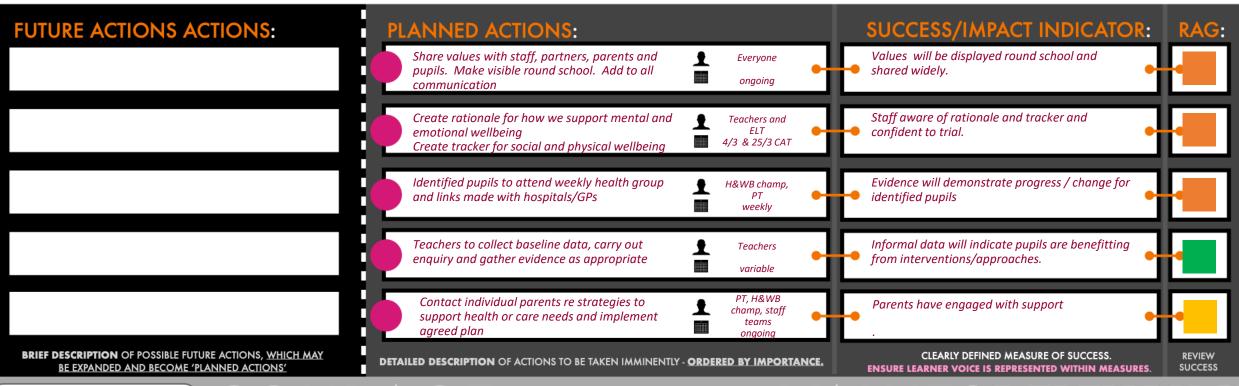
#### PRIORITY:

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values



# WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 3. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4



YEAR: 2024-2025

VALUES



ACTIONS & INDICATORS

#### PRIORITY:

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values



## WHAT <u>SPRINT</u> ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT **THE SPECIFIC IMPROVEMENT PRIORITY?**

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 4. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR

#### **SUCCESS/IMPACT INDICATOR: FUTURE ACTIONS ACTIONS: PLANNED ACTIONS:** Engage all staff and pupils in an activity All staff and pupils have engaged in an activity ELT to demonstrate respect, happiness and inclusion exploring our school values May 2025 towards others. Tools to support Personal and Social Education New tracker for Personal and Social Education Teachers, ELT will be in place and initial data gathered to be trialed by staff. Create rationale for how June 2025 we support mental and emotional wellbeing Pupils display more confidence during Ensure hospital/GP visits are arranged for PT/Class identified pupils to support with confidence in hospital/GP visits supported by school staff. teacher April 2025 attending these venues. Teachers to complete practitioner enquiries and Plan agreed to adopt interventions that have Teachers, ELT shown positive impact for pupils more widely as feedback re impact for pupils and agree next June 2025 part of our curriculum Parent feedback indicates positive impact/desire Engage with parents about best way to support PT, class going forward re health/care needs of pupils. teacher to engage further. May 2025 **BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY** CLEARLY DEFINED MEASURE OF SUCCESS. **REVIEW** DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE. BE EXPANDED AND BECOME 'PLANNED ACTIONS' SUCCESS **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.**

YEAR:

COURAGE

VALUES

#### Beatlie School



A CURRICULUM for EXCELLENCE

## PRIORITY:

COURAGE

Learners will benefit from an innovative and progressive curriculum that develops and tracks skills for life and that is underpinned by strong shared values



# HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

#### **CITIZENS CONTRIBUTORS INDIVIDUALS LEARNERS**: An enterprising attitude Respect for others Self-respect Enthusiasm and motivation for learning Commitment to participate responsibly in political, economic, social and cultural life A sense of physical, mental and emotional Determination to reach high standards of Resilience 2.5 2, 3 well-being Develop knowledge and understanding of Self-reliance Secure values and beliefs Openness to new thinking and ideas the world and Scotland's place in it Communication in different ways and in Use literacy, communication and numeracy Understand different beliefs and cultures **Ambition** different settings Work in partnership and in teams Make informed choices and decisions Relate to others and manage themselves Use technology for learning Evaluate environmental, scientific and Take the initiative and lead Pursue a healthy and active lifestyle Think creatively and independently 2, 3, 5 technological issues Develop informed, ethical views of complex Apply critical thinking in new contexts Be self-aware Learn independently and as part of a group Develop and communicate their own beliefs Create and develop Make reasoned evaluations Make reasoned evaluations and view of the world Solve problems Link and apply different kinds of learning Assess risk and make informed decisions in new situations Achieve success in different areas of activity

(IDENTIFY 1.3.4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)



#### **Beatlie School**





#### PRIORITY:

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# HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

#### 3.1 Ensuring wellbeing, equality and 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and 3.2 Raising attainment and inclusion achievement assessment Developing a shared Rationale and design Learning and Wellbeing Attainment in literacy vision, values and aims 2, 3,5 engagement Development of the and numeracy relevant to the school Fulfilment of curriculum and its community Quality of teaching statutory duties Attainment over time Strategic planning for Learning pathways Effective use of Inclusion and Overall quality of continuous improvement assessment Skills for learning, life equality learners' achievement 2, 3 and work Implementing Planning, tracking and Equity for all learners 3, 5 improvement and monitoring change DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

(IDENTIFY 1.3.4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HIGIOS QUALITY INDICATORS)

YEAR: 2024-2025 COURAGE



SCHOOL SELF EVALUATION SUMMARY

#### Beatlie School



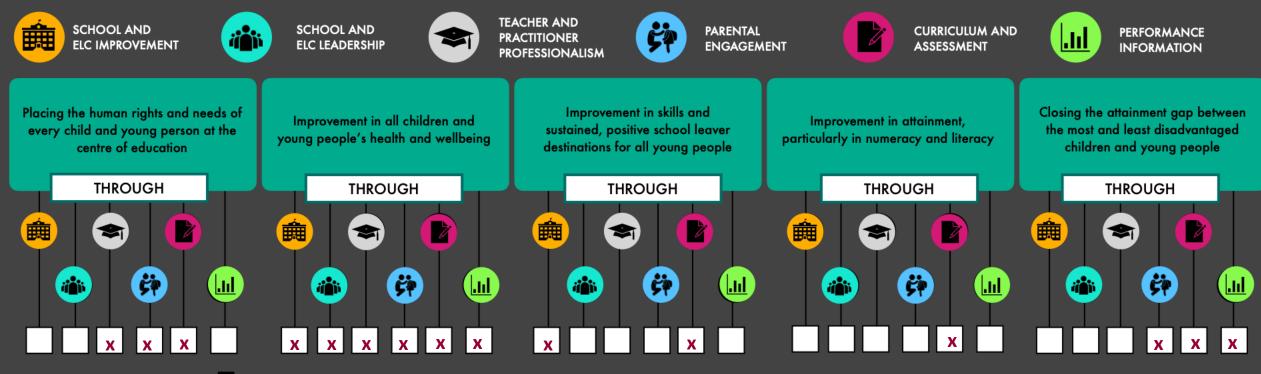


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# HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?



(SELECT X NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY)

YEAR: 2024-2025 COURAGE





BIGGER PICTURE

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE IMPORTANT TO NOTE?



# YEAR2

Embed PSE framework and develop independent living skills framework

performance data to be gathered more effectively from IEPs

Senior phase curriculum reviewed and refreshed

# **YEAR**3

Explore Awards that can be implemented in the primary department

Links with mainstream schools to be developed further

# YEAR4

Tracking and Monitoring systems and processes to be refreshed/developed

YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.







PUPIL EQUITY FUNDING: Tackling the attainment gap between the most and least advantaged children



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 to improve literacy, numeracy and health and wellbeing.

Please follow this link



to view our PEF Summary and find out more about our use of funding.