

SOUTHDALE PRIMARY SCHOOL IMPROVEMENT PLAN

2024 / 2025



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

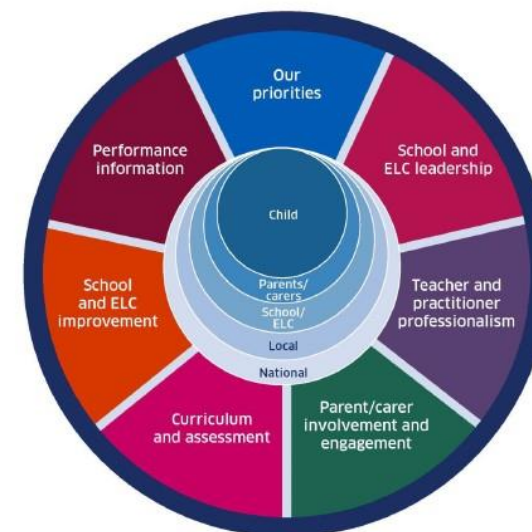
Local Authority Factors

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

Vision, Values and Aims / Curriculum Rationale



All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>



Courage

Relationships

Relevance

Values

Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

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

Southdale Primary School is a mainstream, non-denominational primary school which opened in August 2016. The current school role for session 2023-24 is 300 children, organised across 11 classes. There are 55 children in ELC. In addition to class teachers, the management structure currently consists of a Head Teacher, Depute Head Teacher and a Principal Teacher. There are 6 Pupil Support Workers (PSWs) deployed at various stages across the school to support whole school working. ELC staffing includes 2 Early Years Officers, 5 Early Years Practitioners and 2 PSWs. The vision for Southdale Primary School and ELC is to strive to 'Pave the Path to New Horizons', be on a joint 'Journey to Success', develop 'Strong Roots in Our Community' and develop 'Knowledge and Understanding for the future'. Through self-evaluation, the school has identified a number of key strengths which include: a welcoming and nurturing ethos which is underpinned by positive relationships and the core values of Creativity, Kindness, Trust, Respect and Responsibility, a strong commitment to children's rights, particularly supporting pupil voice, the development of an innovative curriculum that is designed around the Sustainable Development Goals. In 2023/2024 the school improvement priorities were to; further develop systems and processes to support attendance for all learners to increase opportunities for learner engagement and raise attainment for all, develop staff capacity to utilise formative and summative assessment approaches to evidence learner progress and increase pace of learning, tackle the attainment gap between the most and least advantaged children, ensure that almost all learners develop skills for learning, life and work appropriate to their future pathway based on the career education standards. Our school took part in a Validated Self Evaluation (VSE) in January 2023 and focussed on Learning, Teaching and Assessment and Raising Attainment and Achievement. Both areas were graded as good. The school has achieved the Digital Schools Award and in addition to this, gained a Silver Sports Award, Silver Rights Respecting Schools recognition and RHS School Gardening Award Levels 1 and 2. We have also been recognised nationally for the work around Learning for Sustainability within the local authority for our approaches to pupil voice and equity. In our ELC the quality indicators 'Learning, Teaching and Assessment' and 'Securing Children's Progress' were validated as good during the VSE in January 2023. Care Inspectorate visited the setting to evaluate the Quality of Care and Support and the Environment. Both were graded as 'very good'.

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

Analysis of Curriculum for Excellence data based on teacher professional judgement indicates that in reading almost all children in Primary 3, 4 and 6 and most children across other stages are achieving expected levels or beyond. Writing data demonstrates that almost all children in Primary 4 and most children across other stages are achieving expected levels or beyond. In Listening and Talking most children in Primary 3 and almost all children across other stages are achieving expected levels or beyond. Cumulatively, almost all children in P4 and most children across other stages are achieving expected levels in overall literacy. In Numeracy almost all children in Primary 1, 3, 4, 6 and 7 are on track or beyond and most in Primary 2 and 5. Mathematics data demonstrates that most children in Primary 2 are achieving expected levels or beyond and almost all across the other stages. Analysis of Early Years Trackers show that most to almost all children are achieving well across most areas of Literacy, Numeracy and Health and Wellbeing. Figures show that in Primary 5 and 6 males perform better than females in literacy and females at all other stages have higher attainment in this area. In numeracy in Primary 2-3 females outperform male and the opposite for P4-7. At Primary 1 both sexes perform equally. For children living within Quintile 1 and 2 at Early Level almost all children are on track in both in numeracy and literacy. At First Level most to almost all children are on track in numeracy and most are on track in Primary 3 and 4 the majority in P2. At Second Level in numeracy and literacy the majority to all children are achieving expected levels or beyond. Most Looked After and Accommodated (LAC) children are on track. In literacy on average 28% of children are working beyond expected levels and require challenge and 13% benefit from additional support in this area. In numeracy and mathematics 15% of children require additional challenge and 13% receive additional support. Self-reporting against the Wellbeing Indicators demonstrates that almost all children report positively. Data demonstrates high levels of engagement across the school and a high level of involvement in learning, teaching and assessment, having opportunities for personal achievement and being part of decision-making groups. Opportunities to engage with the wider community has been further developed in session 2023/24. At Southdale Primary School almost all children have access to a digital device and internet access at home.

c) What are our improvement priorities?

Using the data analysis the following priorities have been set to improve identified areas. In session 2023/24 we will further develop systems and processes to support attendance, develop high quality PE across the school, enhance our approaches to nurture, embed our assessment framework and develop our approaches to learner profiling. Additionally, to close the poverty related attainment gap, we will further support identified children, particularly in writing.



Courage

Relationships

Relevance

Values

Southdale 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
<p>Improvement in all children and young people’s wellbeing:</p> <p>Consistent & progressive approaches within P.E. across the BGE within all cluster schools</p> <p>Relentless focus across the cluster to support attendance for all learners to increase opportunities for learner engagement and raise attainment for all</p> <p>All learners will experience nurturing, inclusive learning environments within a culture of high expectations for all</p>	<p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>Physical Education (Joanne Hughes)</p> <ul style="list-style-type: none"> ▪ Current planners within primary settings to be evaluated ▪ Develop planning tools/frameworks to ensure robust curriculum, including <i>Better Movers and Thinkers</i> ▪ CLPL sessions delivered/team teaching opportunities to develop staff capacity within this aspect of HWB around consistency and pedagogy ▪ Clear learning, teaching and assessment approaches for P.E. ▪ Increased collaborative opportunities through cluster staff improvement groups. <p>Attendance (Avril Stewart)</p> <ul style="list-style-type: none"> ▪ Increased focus on late coming to improve attendance in learners. <p>Inclusion and ASN (Sam McLaughlin)</p> <ul style="list-style-type: none"> ▪ Review and refresh ASN Policy including agreed approaches ▪ All staff to take responsibility for the inclusion of all learners in our school ▪ Sessions provided for all stakeholders on ASN approaches ▪ Take part in Trauma Skilled Training Level 2 with Cluster ▪ Investigate the use of SHINE materials to develop approaches to support learners <p>UNCRC (Ashleigh Bollen)</p> <ul style="list-style-type: none"> ▪ Learners to take part in a campaign that impacts their wider community ▪ Continue to ensure that children’s rights are at the heart of the school and classroom practice 		<p>Learner engagement in P.E. will increase, monitored through bespoke T&M sheet.</p> <p>A consistent approach learning, teaching and assessment within P.E., as identified through quality improvement activities.</p> <p>Attendance level will continue to improve evidenced through monthly attendance monitoring (e.g. Know Your Number)</p> <p>Staff will demonstrate an increased understanding of trauma informed practices</p> <p>Staff, children and parents will report an increased understanding in ASN practices</p> <p>Observations will show an increase in consistency of ASN practices</p> <p>Our school will be accredited as a Gold Rights Respecting School</p>



Courage

Relationships

Relevance

Values

<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Ensure formative and summative assessment approaches evidence learner progress with a focus on pace and challenge.</p> <p>Ensure systems and processes are in place to provide a broad general education with HWB, Literacy and Numeracy at the heart</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	<p>Assessment (Siannon Ramsay)</p> <ul style="list-style-type: none"> Enhanced quality assurance procedures around impact of assessment professional learning. Embed assessment within all planning approaches Further develop school level assessment guidance in line with cluster framework Increased focus on assessment through quality improvement activities Lesson Study Model (First Level Cluster, Early & Second Level in school) Revisit Say Make Write Do Further develop tracking and monitoring in all curricular areas <p>Building Thinking Classrooms (Pam Britton)</p> <ul style="list-style-type: none"> Develop shared understanding of Building Thinking Classrooms/Visible Learning to improve learner engagement <p>High Quality Learning and Teaching (Kathleen Murray/Lyndsay Wallace)</p> <ul style="list-style-type: none"> Further develop our approaches to peer observations Continue to engage in CLPL around high quality differentiation Further develop consistent use of VIPERS across the school to support reading skills 		<p>QI activity and Excellence and Equity meetings will evidence increase in staff capacity through more robust professional judgement</p> <p>Implementation of the toolkit will increase capacity in almost all staff in order to impact positively on pupil learning</p> <p>Increased staff capacity in delivering high, quality learning, teaching and assessment through Lesson Study Model, leading to deep understanding of the entire moderation cycle.</p> <p>QI activity from SLT with a focus on principles and practices of Thinking Classrooms at cluster level.</p> <p>Classroom observations will be validated as good or above in relation to differentiation</p> <p>Learners will report an increased understanding of the VIPER approach to reading through learner conversations</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Through targeted interventions 85% of our learners will achieve expected levels or beyond in literacy and numeracy by the end of P1, P4 and P7</p> <p>Increase and sustain attendance to above 90%</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	<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 Funding is being used to provide a range of universal and targeted approaches and interventions. Please follow this link to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p> <p>PEF Summary 2023-2024.docx</p>		<p>Documented in PEF Plan</p>



Courage

Relationships

Relevance

Values

<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Develop effective systems for profiling with learner voice at the heart across BGE</p> <p>Almost all learners develop skills for life learning and work based on the career education standards</p>	<p>☒School and ELC Improvement</p> <p>☒School and ELC Leadership</p> <p>☒Teacher and Practitioner Professionalism</p> <p>☒Parental Engagement</p> <p>☒Curriculum and Assessment</p> <p>☒Performance Information</p>	<p>Profiling (Ricky McGowan/Jill Granger)</p> <ul style="list-style-type: none"> ▪ Further develop consistent approaches to high quality learner conversation/coaching discussions ▪ Consistent approaches to profiling across 4 Contexts for Learning, 4 Capacities, Meta Skills, Skills for Learning, Life and Work, UNCRC ▪ Increased opportunities for parent/carer partnerships ▪ Increased opportunities for staff leadership through cluster working parties <p>Planned and Purposeful Learning/Play Based Learning (Annabel Black/Catherine Murphy/Katie Stobie/Chloe Louise Garrity)</p> <ul style="list-style-type: none"> ▪ Ensure that these opportunities provide children experiences to become increasingly independent in their learning ▪ Further develop Pupil Voice ▪ Investigate the use of a free flow model to support this <p>Outdoor Learning (Jon Reed)</p> <ul style="list-style-type: none"> ▪ All classes to increase the regularity of outdoor learning experiences for learners ▪ CLPL for all staff ▪ Revisit Outdoor Learning Policy ▪ Consider how we use our immediate and further afield spaces for Outdoor Learning ▪ Organisation of Outdoor Learning resources 		<p>Learner conversations will demonstrate that almost all learners are able to describe their strengths and next steps.</p> <p>Ethos surveys will demonstrate increased parental satisfaction with parental involvement in their child's learning.</p> <p>Learners conversations will demonstrate learner voice being heard across all curricular areas</p> <p>All classes will experience high quality Outdoor Learning at least once a week</p> <p>Outdoor Learning observations will be graded as good or above</p>
---	---	--	--	--



Courage

Relationships

Relevance

Values