WHITDALE PRIMARY SCHOOL

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
New members of Senior Management Team
Attendance

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

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[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 (Early Learning and Childcare), 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 (United Nations Convention of the Rights of the Child)
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020
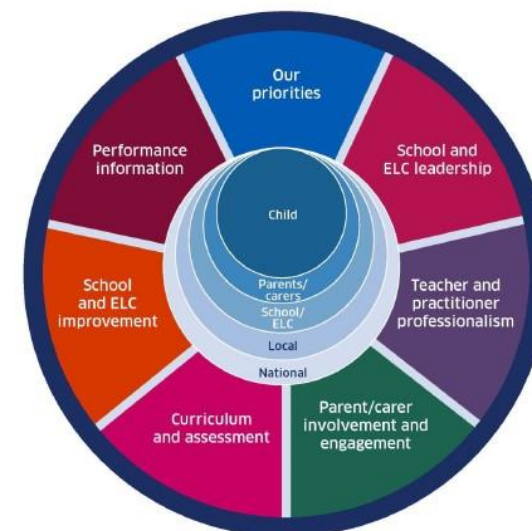
Vision, Values and Aims

Our **vision** at Whitdale Primary School and EYC 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.

Values: - Inspire, Engage, Challenge, 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

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- 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

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Curriculum Rationale and Design

## Inspire Engage Challenge Flourish

Updated June 2024

Key Purposes of our Curriculum

- Using literacy and numeracy skills
- Achieving success
- Learning independently and as part of a group
- Using technology for learning
- Learning to be Healthy and Active
- Being creative
- Being able to solve problems
- Making good choices and changes
- Developing own beliefs and view of the world
- Learning about different cultures and beliefs

Learning and Teaching

- High expectations for all which are shared
- Differentiation by environment, product, process and content
- Engaging and active
- Setting and sharing targets
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning and feedback
- Collaborative learning
- Developing learners' thinking skills and metaskills
- Reflecting the ways different learners learner and progress
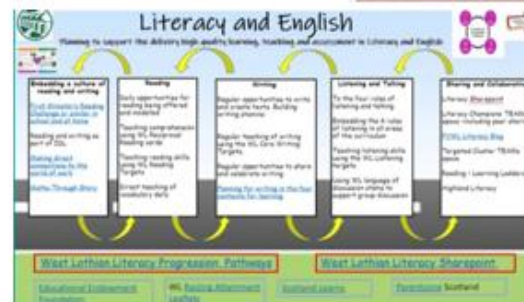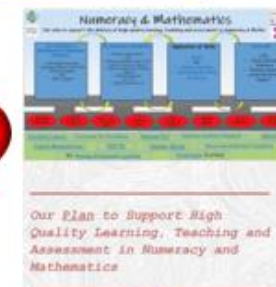
The Curriculum
What we want for our learners?

- Quality learning experiences that link to community and real life
- Authentic pupil voice where children's views are respected and listened to
- Skills for learning, life and work – learning about careers
- Planned outdoor learning
- Health and wellbeing – resilience, mental wellbeing
- Positive relationships
- Enjoyment and interest
- Strong focus upon core skills – Literacy and Numeracy
- Authentic leadership opportunities across our school

Developing Young Workforce

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

Principles for Curriculum Design

Challenge and Enjoyment   Breadth   Personalisation and Choice   Depth   Progression   Coherence

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

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

Context: Whitdale Primary School is a large, two stream non-denominational school serving the east side of Whitburn, West Lothian. The school roll is 315 and there are 14 classes. The school senior leadership team comprising of a Head Teacher, Depute Head Teacher who has been in post since August 2023 and 2 Principal Teachers one of which took up post in October 2023 and the other who has been in position since August 2023. Support and administrative staff 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. We continue to work hard to embed our vision and values for learners. Our school context is: 38% of children live in an area deemed as Quintile 1, 31% in quintile 2, 13% Quintile 3, 17.7% Quintile 4 and 0.3% Quintile 5. The strengths of the school are identified as the culture and ethos based in positive relationships, leadership of all, enabling staff and increasingly pupils to have confidence in initiating change, strategic direction and pace of change and the collaborative and relentless approach to improving Learning and Teaching through self-evaluation.

b)   **Data to identify the universal and targeted school Improvement Plan Priorities (SIP)**
   - **CfE -** Overall, Gender, Diversity, and Inclusion (Vulnerable pupils), C of S, Challenge
   - Our target groups will be identified children who experience barriers in Literacy and Numeracy, as well as all identified children requiring support to maintain high levels of attendance. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, significant periods of absence and late arrivals and significant multi agency interventions has impacted attainment. The barriers to learning here are more complex, however there is scope for improving the experience within a highly differentiated, inclusive, and equitable bespoke curriculum. Most children report positively about their health and wellbeing and identified individuals and year groups will be provided with additional nurturing intervention to progress and enhance learner's health and wellbeing.

   - **Early Years Trackers**

   - **Wellbeing –** Self Reporting analysis

Wellbeing - Self Reporting Analysis	Whole School HWB Check-In Data June 2024	
	Red	Amber/Green
Safe	1.78%	98.22%
Healthy	0.89%	99.11%
Achieving	3.55%	96.45%
Nurtured	0.59%	99.41%
Active	0.59%	99.41%
Respected	2.37%	97.63%
Responsible	3.25%	96.75%
Included	2.96%	97.04%

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c)   **What are our improvement priorities?**

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We propose to use PEF (Pupil Equity Fund) and devolved funding for additional teaching staff who will cover the following posts: Raising attainment/Interventions, cluster Pedagogy Depute Head Teacher for literacy. Improving attendance and engagement for learning, partnership working with Inclusion and Support Service, our Family Link Worker and community partners to support parental engagement. Pupil Support Workers (PSW) will be employed to provide focussed literacy and numeracy interventions across the school where the highest level of intervention is required. There will also be a strong focus on target groups of identified children who are in Quintile 1, are LAAC or have ASD. These targeted interventions will focus on improving engagement and inclusion of identified learners. For ASD pupils we plan to support their needs by providing a bespoke, flexible, and engaging curriculum which incorporates their needs as well as interests to ensure successes are achievable and achieved. Gender analysis of literacy and numeracy attainment across the school reflects that there is a gap between genders that will be addressed through targeted literacy and numeracy interventions for identified groups of learners.

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Anywhere School - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF (National Improvement Framework) Driver	Proposed actions	Timescale	Measures of Success
Improvement in all children and young people's wellbeing: Whole school approach to improving health and wellbeing Linking articles to learning. Development of extra-curricular activities as a driver for HWB within the school day **(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: Ensure vision, values, and aims are communicated and celebrated through regular assemblies Review and revise Positive Relationships Policy Co-create a Whitdale Anti-bullying policy with all stakeholders Whole school focus at the beginning of the year on our values Staff CLPL – Zones of Regulation Create and implement a new Whitdale House System with opportunities for enhanced, authentic pupil voice and celebration of achievements		How will you baseline where you are to measure next steps and impact? Regularly review and analyse data from your measures. 1. How well do we know/ live our values baseline and revisit 2. Trusted adults – reviewed termly 3. UNCRC – accreditation 4. House assemblies celebrating success 5. Quality assurance monitoring calendar 6. Family engagement – analysis of attendance at events
Raising attainment for all, particularly in literacy and numeracy(universal): All learners will receive high quality learning and teaching experiences in literacy and numeracy **(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	Working group to focus on differentiation/ scaffolding and using writing planners to support quality writing Whitdale Way – consistent understanding of 4-part lesson structure including effective design of Learning Intentions and Success Criteria Embed literacy hour at P1, P2 and P3 and highlight creativity in rich literacy experiences across the school Environment – effective and consistent use of resources to support quality teaching in literacy and numeracy with consistent pedagogical approaches including working walls and use of meta skills		Peer classrooms visit with criteria for classroom environments reviewed termly Quality assurance monitoring calendar to focus on literacy and numeracy Effective range of AiFL strategies including marking to move learning forward – included in QA calendar Excellence and equity meetings focusing on attainment, achievement of a level, combined literacy attainment, gender gaps and numeracy V maths

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		Quality displays to reflect current learning, a balance of teacher/pupil work with clearly defined targets and next steps evident in each classroom Use of cluster DHT pedagogy officer in literacy to provide support, model teaching, intervention groups, exemplification of achievement of a level to support creativity in rich literacy experiences Consistent approach to teaching talking and listening from ELC to P7 including collective understanding of achievement of a level Greater awareness of benchmarks in literacy and numeracy (achievement of a level – A Learner's Journey)		Learner conversations using HGIOS pupil friendly version Trackers SNSA (Scottish National Standardised Assessments) at P1, 4 and 7
Tackling the attainment gap between the most and least advantaged children (targeted): Through targeted interventions 80% of children in Q1 will achieve early level in literacy and numeracy by the end of P1 Through targeted interventions 43% of children in Q1 will achieve first level in literacy and numeracy by the end of P4 Through targeted interventions 50% of children in Q1 will achieve second level in literacy and numeracy by the end of P7 Increase attendance for children in Q1 to above 90% by June 2025 (**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* [Whitdale PS school website](#) *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 create a whole school meta skills framework which will enable learners to make connections between skills for learning, life, and work in relevant and engaging contexts (**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	Examine use of digital technology to support and enhance children's learning 1+2 – Create a progression of skills and vocabulary linked to talking and listening and celebration events Examine the role of outdoor learning/ play based pedagogy (working group) Cluster STEAM approach to embedding STEAM in our curriculum offerings		Surveys Staff feedback Pupil feedback on our curriculum offering Focus groups in P4 – 7 to identify skills needed for the world of work My World of Work Careers Fayre Parental engagement for careers Life skills Step Up award/ accreditation e.g. JASS for identified learners in P5-7 Profiling on SEESAW and TEAMs Monitoring/ analyse explicit reference to meta skills

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