

Southdale Primary and Nursery Class IMPROVEMENT PLAN



2018 / 2019

Factors Influencing the Improvement Plan

School Factors

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

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



Curriculum Rationale

What makes us unique?

Southdale Primary School is a mainstream, non-denominational primary school which opened in August 2016. Upon opening the school roll was 112 and is now 166 children in Primary 1-7 and 106 children in the nursery. Children came from nineteen different schools and six local authorities and there was a need to build up a profile of our community. Free meal entitlement and percentage of families in Quintile One falls is below the authority average. Pupils, parents, partners and staff were all involved in the creation and ongoing review of the vision, aims and values of the school. This included the creation of our uniform and badge, which our school vision was based on. Our aims are centred around the Four Capacities. These are embedded in our Curriculum Rationale diagram.

Developing a Clear Curriculum Rationale

2016/2017

- Engaging with Building the Ambition, Digital Technologies to Enhance Learning and Teaching, NIF, BTC 3 and 4 capacities
- Focus on curricular areas in literacy, numeracy and digital learning
- Skills for Learning, Life and Work started within school and across the cluster
- Developed opportunities for children to be involved in the wider life of the school

2017/2018

Developing a Curriculum Rationale statement which included:

- Developing approaches to planning for learning and teaching across the 4 contexts for learning, focusing on the child at the centre.
- Commitment to developing necessary skills for learning, life and work in tune with knowledge requirements of the modern world.
- Focus on Excellence and Equity and Raising Attainment in literacy, numeracy and health and wellbeing
- Strong commitment to 'Enhancing Learning and Teaching Through the Use of Digital Technology'

In May 2018 staff worked together to audit the Contexts for Learning, identify a curricular area to improve and consider how the Contexts could be further developed through this area. The diagram below provides an overview of that audit and our plan to further develop our Curriculum Rationale is detailed in this School Improvement Plan.

CURRICULUM RATIONALE

Curriculum Areas and Subjects

Literacy and Languages
Numeracy and Mathematics
Health and Wellbeing
Technologies
Social Studies
Sciences
RME
Expressive Arts

AGREED SCHOOL VALUES

ACHIEVEMENT
FAIRNESS
RESPECT
RESPONSIBILITY

Opportunities for Personal Achievement

Include

- Show and tell
- Good work displays
- Celebration at Assemblies – Pupil/Class of the Week and Wider Achievement
- Nursery WOW moments
- Drama Club
- Personal targets in writing
- Pupil involvements in planning and decision making
- Participation in local events e.g. Glee, Sporting Events
- Curriculum Assessments

OUR VISION



CURRICULUM RATIONALE STATEMENT

Through delivering the four capacities through the four contexts for learning we aim to deliver excellence and equity by raising attainment in literacy and numeracy, closing the attainment gap, improving health and wellbeing and develop skills for life, learning and work.

OUR AIMS

To provide opportunities for children to understand their place in Scotland's future which will allow them to make informed choices to become responsible citizens.

To prepare children to create and develop transferrable skills to contribute to a continually developing society with confidence and high aspirations.

To be ambitious by developing individual values and beliefs to ensure that all have a positive sense of physical, mental and emotional wellbeing to allow them to become independent in a wider society.

To be successful learners who are able to think creatively and are determined to reach high standards.

Ethos and Life of the School

Include

- Open door policy
- Parent Council
- Gala Day
- Multi-agency approaches
- Class assemblies
- Technologies to share e.g. Sway newsletter, Twitter, Dojo
- Pupil Leadership Roles – French Ambassadors, JRSO, Eco, Digital Leaders, House Captains
- Growth Mindset approach

APPROACHES TO LEARNING AND TEACHING

- Digital Technologies
- Active Methodologies
- Formative Assessment (TLC)
- Outdoor Learning
- Play based learning

Interdisciplinary Learning

- Floorbook approach in Nursery
- Cultural Celebrations
- Pupil Groups
- Gala Day

Anywhere School/Faculty			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS 4 QIs	Proposed Actions	By Whom	By When	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
Raising attainment for all: To raise attainment in numeracy and literacy for all children in line with, or beyond, the West Lothian stretch aims.	<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	3.2 2.3	<ul style="list-style-type: none"> • See Improvement in Literacy below • See Improvement in Numeracy below 	HT PT All Staff	Termly Attainment Meetings Term 4	Comparison of attainment data with WL stretch aims and BGE Benchmark Tool Monitoring and tracking systems Learning Visits Planning Attainment Meetings Moderation calendar/activities QA calendar/activities
Improvement in Literacy for all: Develop our curriculum rationale for English Language and Literacy	<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 type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	2.2 1.3 2.3	<ul style="list-style-type: none"> • Training on Active Reading and Spelling approaches for new members of staff and nursery • Curricular evening for parents • Nursery staff to engage with WL Pathways • Implement Big Bedtime Read project in Nursery • Quality Assurance opportunities including peer observation and feedback • Develop writing pedagogy from Nursery -P7 using feedback from Action Research Group • Develop a reading and writing culture in line with WL initiatives • Clear rationale for literacy curriculum 	HT Lit Dev Officer EYOs	Term 1 Term 2 Term 1-4 Term 4	Monitoring and tracking systems Learning Visits Planning Attainment Meetings Moderation calendar/activities QA calendar/activities Curriculum evening Curriculum rationale for literacy in place HGIOS Learners Theme 2
Improvement in Numeracy for all: Develop our curriculum rationale for numeracy and mathematics	<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	2.2 1.3 2.3	<ul style="list-style-type: none"> • All staff involvement in the rigorous analysis of data from the West Lothian Tracking and Monitoring • All timetables to show 6 hours for discrete numeracy • Planning using the West Lothian Progression Pathways as customised by the school to ensure appropriate pace and challenge • Identify children who require additional support and put support in place • Consult and engage with parents to inform the 	HT PT All Staff	Term 1	Developed curriculum rationale Shared understanding and delivery of the curriculum rationale by all staff Learning Walks Planning Moderation Curriculum Evening

			<ul style="list-style-type: none"> development of our numeracy curriculum • Develop nursery staff's understanding of context of the nursery • Engage with How Good Is OUR School to develop pupil voice • Individual members of staff to identify CLPL needs and opportunities (training and good practice visits) • Explore and embed mental maths skills progression within the West Lothian Progression Pathways in line with WL Maths Policy • Plan interdisciplinary Learning will allow children to apply numeracy skills within real life and meaningful contexts • Children will apply numeracy skills through outdoor learning (NCCT) • Peer visits to focus on numeracy • Use of displays in open areas to celebrate and show progression in learning across early, first and second level (and beyond) • All children to be involved in self/peer assessment • All children to be given formative feedback • All children to have clear targets which are shared at home • Moderation of numeracy using holistic questions • Participate in local and national initiatives and collaborative opportunities – Maths Week 10-16th Sept • Staff representation at Primary Numeracy Network • Also see PEF Plan 		Term 2-3	<p>Pupil and parent views Shared home learning tasks Participation in events Almost all learners' experiences will be appropriately challenging HMle Questionnaires HGIOS Learners Theme 2</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>Improved ability to meet the individual HWB needs across the wellbeing indicators</p>	<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	1.3 2.1 2.2 2.4 3.1 3.2 3.3	<ul style="list-style-type: none"> • Audit HWB Responsibility of All • Identify next steps from audit data • Implement the Promoting Positive Relationships in West Lothian Educational Establishments • Engage with West Lothian Health and Wellbeing pathways when available • Familiarisation with Learner Participation in Educational Settings 3-18 • Also see Cluster Improvement Plan • Also see PEF Plan 	HT HWB Champ	June 2018 Term 1 Term 2	<p>As per cluster improvement plan Attainment data Wellbeing evaluations Learner conversations HWB Audit HMIE Questionnaires HGIOS Learners Theme 2</p>

<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Promote maths as an essential skill for every career</p>	<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 type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	3.3 2.3	<ul style="list-style-type: none"> In almost all numeracy lessons teachers will make explicit reference to numeracy skills in the world of work Organise a whole school maths careers event 	HT PT All staff	Term 4	Classroom observations HGIOS Learners Theme 2

**Additionality: Pupil Equity Funding Plan:
Closing the attainment gap between the most and least advantaged children**

PART 1: Contextual Data Analysis & Rational

Southdale Primary School and Nursery is a mainstream, non-denominational school which opened in August 2016. It serves the south area of the town of Armadale. The school currently has a role of 166 children in Primary 1-7 and 106 in the nursery.

Data on what is our ‘gap’ and who are our target groups and their barriers to learning?

A few individual identified children in Quintile 1 and/or with FME are not on track to achieve expected levels in reading, writing and numeracy
P1 Cohort 2018/2019 Less than half of the children are secure in 5 key aspects of Numeracy and Mathematics (Nursery Tracking Overview)
There are a few children at stages P1 -5 that are not achieving expected levels in reading, writing and numeracy.

Summary/overview of proposal & non-negotiable outcomes

The identified few children at P1-5 that are not achieving expected levels in reading, writing and numeracy will have made very good progress from prior levels of achievement.

Almost all children in P1 will achieve beyond Early level by June 2019

Universal support in HWB to ensure that all learners feel included, safe, healthy, achieving, nurtured, active, respected, responsible and included when they are at school.

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)</i>	Stage/ Year Grp	What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> • <i>new and existing performance data and other quantitative and qualitative information that will be required</i> • <i>plans for how data will be collected and reported)</i>
Literacy	<ul style="list-style-type: none"> • Retain Literacy Development Officer with responsibility for developing Active Literacy approaches in writing • Individual support (PEF teacher) to identified children • Individual plans, targets and timetables for identified 	P 1-7 Nursery Identified Children	<ul style="list-style-type: none"> • The identified few children at P1-5 that are not achieving expected levels in reading and writing will have made very good progress from prior levels of achievement. 	<ul style="list-style-type: none"> • Classroom observations • Children’s evaluations – HGIOS Learners’ Version Theme 2 • Writing assessments • Achievement of individual targets • Professional judgement CfE levels

	children			
Numeracy	<ul style="list-style-type: none"> P1 teachers and PT to be trained in Maths Mastery Individual support (PEF teacher) to identified children Individual plans, targets and timetables for identified children 	P1 Identified Children	<ul style="list-style-type: none"> Almost all children in P1 will achieve beyond Early level by June 2019 The identified few children at P1-5 (2018/2019) that are not achieving expected levels in numeracy will have made very good progress from prior levels of achievement. Almost all learners in Primary 1 will have achieved high or medium in SNSA Early level Numeracy 	<ul style="list-style-type: none"> Professional judgement CfE levels Progress/attainment in Complete Maths Classroom observations Children's evaluations – HGIOS Learners' Version Theme 2 Achievement of individual targets SNSA results
Health and Wellbeing	<ul style="list-style-type: none"> Develop the breadth of the HWB curriculum using the Jigsaw resources ensuring that the HWB framework is fully addressed Train all staff in emotional literacy and nurturing mental health 	Nursery P 1-7	<ul style="list-style-type: none"> Universal support in HWB to ensure that all learners feel included, safe, healthy, achieving, nurtured, active, respected, responsible and included when they are at school. 	<ul style="list-style-type: none"> HWB Responsibility of All Audit Children's evaluations – HGIOS Learners' Version Theme 4
Across Learning	<ul style="list-style-type: none"> Appoint a 0.5 Teacher with responsibility for <ol style="list-style-type: none"> Identifying children not on target to achieve expected levels Identifying appropriate interventions Weekly inputs on individual/group basis Manage Maths Mastery programme 	Identified Children Nursery P 1-7	<ul style="list-style-type: none"> The identified few children at P1-5 that are not achieving expected levels in reading and writing will have made very good progress from prior levels of achievement. The identified few children at P1-5 (2018/2019) that are not achieving expected levels in numeracy will have made very good progress from prior levels of achievement. Almost all children in P1 will achieve beyond Early level by June 2019 	<ul style="list-style-type: none"> Classroom observations Children's evaluations – HGIOS Learners' Version Writing assessments Achievement of individual targets Professional judgement CfE levels
Cluster Professional Learning (bespoke)	Central PEF Posts: <ul style="list-style-type: none"> Numeracy, Literacy and Health & Wellbeing PEF 		<ul style="list-style-type: none"> This team will support schools in the ways outlined in the PEF Action Plan 	<ul style="list-style-type: none"> HTs will be asked at the end of the financial year to provide feedback in relation to these central posts. This information will be used to

	<p>Leads have been established to provide strategic advice, support and CLPL to schools</p> <ul style="list-style-type: none"> • PEF Manager post has been provided to assist schools in relation to Finance, HR and Procurement. 			<p>determine if these positions have been effective in assisting schools to fulfil their strategies aimed as closing the gap.</p> <ul style="list-style-type: none"> • A decision will be made in March 2019 if these posts should be extended beyond this date. • Professional Learning Opportunities will be evaluated and their impact will be measured in schools by staff undertaking the training.
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