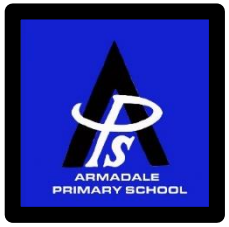
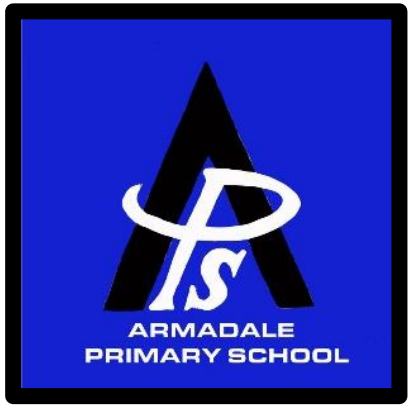
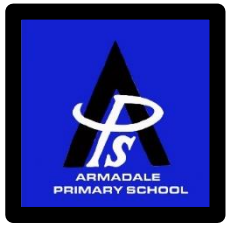
West Lothian Council

Armadale Cluster
IMPROVEMENT PLAN

2023 / 2024







Courage Relationships Relevance Values

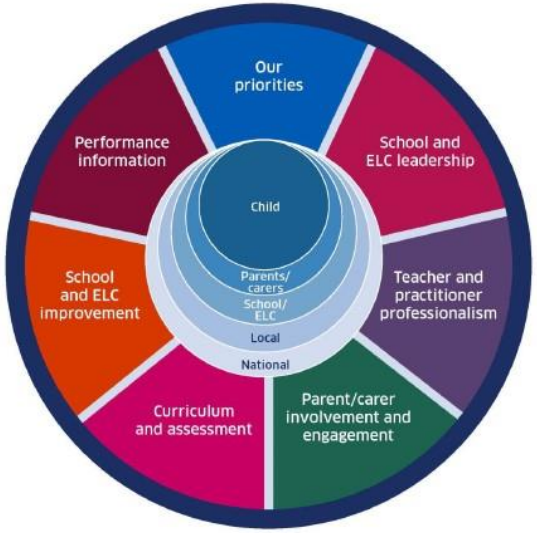
Factors Influencing the Improvement Plan

School Factors
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

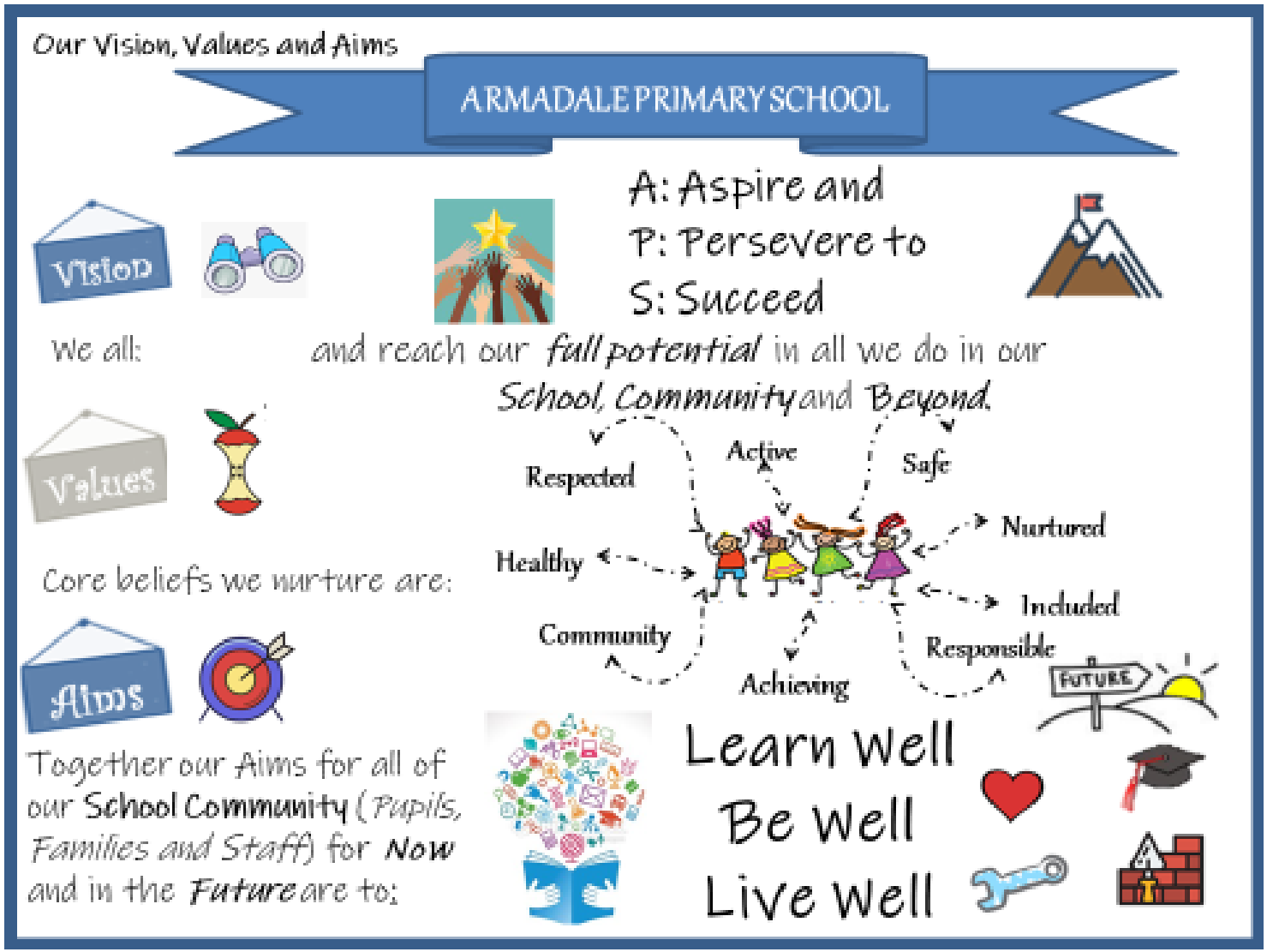
Local Authority Factors
Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap (West Lothian Raising Attainment Strategy)
Transforming Your Council
Corporate Plan
Education Services Management Plan
West Lothian Parental 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



Vision, Values and Aims



Courage Relationships Relevance Values

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/

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

Background - The context for the learners in your school

The Senior Leadership Team includes an Acting Head Teacher, two Acting Depute Head Teacher and one Acting Principal Teacher who are all committed to demonstrating the school values and achieving the school's vision and aims. During the past session there has been a continued focus on health and wellbeing and on building and sustaining an inclusive ethos within the school. Within our school community, 18.91% of our learners live in Quintile 1 according to the Scottish Index of Multiple Deprivation (SIMD). Our SIMD rank is 26 out of 68 WL schools with the majority of pupils living in decile 3 and 4 (50.72%), 27.70% of learners (P4-P7) receive free school meals and 36.96% receive a clothing grant. This goes in the context session above. Other core features of the school improvement work have included development of the IDL curriculum to enhance agile approaches to effective learning, teaching and assessment. The school has a clear understanding of its strengths and areas for improvement.

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

The health and wellbeing profile of our school is good with most children reporting positively across each of the wellbeing indicators. In each of the wellbeing indicators there are a few children who have identified areas in which they require support and these will be addressed individually. The Pupil Ethos Survey highlighted that most (88.89%) of our pupils feel safe at school and almost all (91.98%) state that staff treat them fairly and with respect.
A number of identified children experience gaps for a variety of reasons which impact on their learning and attainment. Our target groups will include identified children who experience barriers in literacy, numeracy and health and wellbeing. The barriers to learning here are varied and include confidence, mental, social and emotional wellbeing and decreasing attendance resulting in periods of missed education. 3.44% of pupils in our school have a diagnosis of Autism Spectrum Disorder (ASD), 0.57% have been identified as dyslexic and 3.72% have English as an additional language. Attendance is just below the West Lothian average of 91.63%. Our data shows that by the end of P1, P4 and P7 most children attain the appropriate CfE levels in literacy and numeracy. Attainment data shows that most children in P1, P4 and P7 are achieving in line with the school's benchmarking group. Our data shows we are making incremental progress in Literacy and Numeracy at most stages.

	Reading	Writing	L & T	Combined Literacy	Numeracy	Mathematics
	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
P1	80.39%	76.47%	90.20%	76.47%	80.39%	84.31%
P2	79.17%	79.17%	91.67%	77.08%	75.00%	83.33%
P3	79.49%	74.36%	89.74%	71.79%	74.36%	87.18%
P4	81.03%	74.14%	94.83%	74.14%	82.76%	86.21%
P5	69.23%	63.46%	82.69%	63.46%	69.23%	80.77%
P6	83.67%	79.59%	87.76%	79.59%	79.59%	79.59%
P7	92.73%	87.27%	94.55%	85.45%	92.73%	94.55%

This year (2023-2024) we will focus on improved attainment in Literacy and Numeracy across the school but with particular focus on the following:-

- Writing at 1st Level & 1st Level Numeracy
- P6 (2023-24) All aspect of literacy & Numeracy
- P7 (2023-24) Writing, combined literacy & Numeracy

Early Years Trackers

Almost all N5 have achieved all key aspects of learning in HWB by May 2023. Almost all N5 pupils can persevere and complete tasks, can stay engaged in play activities, display a range of fine and gross motor skills, are independent in a range of personal care routines e.g. can dress themselves and can form friendships with their peers. The majority of N5 pupils can recognise their name, some letters and words and can recall and retell in sequence a story that they have heard and are able to mark make displaying increasing detail and can express meaning related to this. Most N5 pupils can talk clearly and use grammar correctly, can listen to others and take turns to talk, can understand and use an increasing vocabulary, can understand and use a range of questions and respond appropriately and can introduce a storyline into their play. The majority of N5 pupils can recite forward and backward number sequences from zero to at least ten, can read numerals zero to at least ten, can copy and repeat a complex pattern, can understand positional language (e.g. in front, behind, under, beside, in, on top of) and can match, sort using their own criteria and others' criteria sharing their ideas with others. The majority of N4 pupils can confidently cope with everyday/new situations, can persevere and complete tasks, can understand the expectations of behaviour and can follow rules, can stay engaged in play activities and can share and cooperate with others.

Wellbeing Data

Our most recent self-reported wellbeing data has provided an insight into how learners feel about their wellbeing. In session 2023-24 our main pupil focus will to increase the learner's perspective on Achieving and Respected. This is reflected in the main priorities of the School Improvement Plan through the work we will do around UNCRC

	Safe positive response	**Healthy** positive response	**Achieving** positive response	**Nurtured** positive response	**Active** positive response	**Respected** positive response	**Responsible** positive response	**Included** positive response
2021-2022	86.15%	78.39%	88.37%	88.37%	83.93%	78.95%	80.61%	80.33%
2022-2023	86.08%	81.25%	80.97%	88.35%	84.09%	76.42%	84.66%	82.10%

Engagement & Participation

Across the school, our levels of engagement and participation are good. However, as a school, we now need to consider how we can move beyond surface level engagement and to explore how we can use creative pedagogy approaches and a variety of learning environments to challenge learners and deeply engage them in their thinking. This has been explored through The Big Question approach for whole school thinking and Interdisciplinary Learning. By continuing with this style of learning we will give learners the autonomy to lead their own learning, be creative and curious about the world around them.

What are our improvement priorities?

- Promote and increase daily pupil attendance and reduce lateness throughout the school year.
- Promote staff morale and team building
- Continue to develop, acknowledge and plan children's rights into the core ethos of the school with a coordinated approach with partners and a commitment to meaningful empowerment and participation of children and young people in their education.
- Embed Zones of Regulation in P1-P7 and introduce into the ELC
- Review and develop a quality assessment approach which can be transferred across BGE
- Prioritise the development of quality differentiation within the classroom ensuring equitable learning experiences for all
- Continue to raise attainment in Literacy and Numeracy
- Promote positive mental and emotional wellbeing by providing information and support and create a shared understanding of all aspects of mental health.
- Ensure learners have a voice to direct their own learning across the curriculum

Anywhere 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: **(Placing the human rights and needs of every child and young person at the centre of education)** **Systems and processes are in place to support attendance for all learners to increase opportunities for learner engagement and raise attainment for all.** All stakeholders will promote and create a safe & inspiring place to learn, where children are respected, their talents are nurtured and they thrive Through our HWB curriculum almost all children will be able to/begin to (ELC) identify	☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	• Increased focus on attendance and late coming through a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families. • Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance. • Attendance PPT to be sent every term to all parents/carers • Throughout the year every staff CAT sessions/ in service days will include we well-being activity for team bonding and building morale • Continue with RRS journeys to embed UNCRC across all aspects of school life developing the following after UNRCR evaluation June 2023 • Explore and reference articles through opportunities for wider achievement • Relevant articles are highlighted planning, teaching and learning and in displays of children's work/progress • We have explicitly linked our relationship strategy/policy (and all other relevant polices) to the rights of the child • Focus on Mental Health & Wellbeing embedding Zones of Regulation within the primary and ELC context enabling	Termly Oct/March/ June Ongoing 2023-2024 June 2024 June 2024 May 2024 Ongoing June 2024 Sept-May 2024	Audit of overall attendance using thinglink.com Attendance level will continue to improve evidenced through monthly attendance monitoring Individual attendance levels will have a positive impact on attainment levels (L/N/HWB) which will be visible through their CfE tracking, SNSA and T & M monitoring levels. Almost all staff will report an increase in morale and team building before and after every session through staff questionnaire HWB tracker will show an increase in learners displaying positive wellbeing as well as termly GIRFEC wheels and Shine survey Almost all children, teachers and the wider school community will be able to discuss through focus groups an increase of knowledge of children's rights and how these apply to their lives Pupil Ethos Survey will show an increase of +2% in 2023-2024 survey baseline of 88.89% in 2022-2023 results for 'Do you feel safe at school?' An increase in children's work around the school with the relevant articles visibly displayed beside them Termly planning will refer and highlight articles across BGE A whole school audit will show pupils have undertaken a wider range of roles providing them with a sense of personal achievement and an increase confidence, by acting as peer mentors, representing the school externally and internally. Almost all children in class discussions will be able to recognise their own triggers, learn to read facial expressions, develop problem-solving skills and discuss how their actions affect other people

their feelings and levels of alertness and develop effective regulation tools, learn when and how to use the tools		children to identify their feelings and levels of alertness, to develop effective regulation tools and learn when and how to use the tools.	June 2024	
Raising attainment for all, particularly in literacy and numeracy(universal): Develop staff capacity to utilise formative and summative assessment approaches to evidence learner progress and increase pace of learning Pupils collaboration skills will benefit using 1-to-1 devices by using technology to support the communication and joint reasoning skills essential to team collaboration Develop knowledge and inspire teachers to adapt their teaching, learning and practice to include knowing when and how to differentiate appropriately and using approaches, which enable pupils to be taught effectively **(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	• Develop an AIFL toolkit • Develop a cluster assessment framework • Develop high quality assessments • Review and refresh assessment strategy at school and cluster level to include learner voice and ensure regular opportunities for summative and formative assessment methods across the academic year to evidence progress • Plan opportunities for cluster moderation across the BGE • Almost all staff have a shared understanding of benchmarks across the BGE to ensure learners are provided with a wide range of opportunities and experiences • Explore innovative use of digital pedagogy through P6 1:1 WL device pilot in school and across the cluster <u>4 x 30mins sessions of CLPL for all Teaching Staff</u> - Bitesize Differentiation Session 1 – Focus on Content - Bitesize Differentiation Session 2 – Focus on Progress - Bitesize Differentiation Session 3 – Focus on Product - Bitesize Differentiation Session 4 – Focus on Environment • What's going well/even better if/next steps review of each session to record staff's thoughts and actions	June 2024 Aug-June 2024 Sept-Nov 2023	A range of assessment tools will show an increase in learner progress over time QI activity and Excellence and Equity meetings will evidence that staff use and refer to a wide range of assessment information to plan for next steps in learning Implementation of the toolkit will increase staff capacity to creating relevant assessments across the BGE Learner conversations will demonstrate that almost all learners are able to describe their strengths and next steps Learners will be able to discuss if the use of 1:1 devices across the curriculum has enhanced their engagement and enjoyment across the BGE Attendance at all sessions by teaching staff School 'One Stop Shop' - differentiation document created by whole staff for whole staff Quality Assurance by SLT will observe almost all lessons reflect and display differentiation with content, delivery, or methods of learning ensuring every child learns in a way that's suitable for them
Tackling the attainment gap between the most and least advantaged children (targeted):	☒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.*		Documented in PEF Plan

(Placing the human rights and needs of every child and young person at the centre of education)		*Please follow this link PEF Plan August 2023\PEF Summary.pub to view our PEF Summary and find out more about our use of Pupil Equity Funding.'*		
Improvement in employability skills and sustained, positive school leaver destinations for all young people: **Almost all learners develop skills for learning, life and work appropriate to their future pathway based on the career education standards** **(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	• Further develop learning, teaching and assessment through STEM and IDL (The Big Question) • Enhance the curriculum design with focus on SKILLS progression to provide the breadth and depth of education to develop flexible and adaptable young people with the knowledge and skills they will need to thrive now and in the future. <u>Further develop embed Profiling</u> • P1-P3 through Seesaw • P4-P7 through photographs and written work (staff choice) • Develop staff's professional judgement and confidence in assessing progress and level of achievement • Develop understanding of progression within and across the Broad General Education to help raise learners understanding of the skills which will help them in The World of Work • Link UNCRC articles to skills progression in literacy, numeracy, HWB and IDL	Termly 2023-2024 Termly 2023 Termly 2023 At least 2 entries per month Ongoing Sept-June 2024	Learner conversations and learner profiles evidence that almost all learners can identify lifelong skills for learning Most profiles will demonstrate development in leadership skills, which can be used across learning, life and work settings. 4 areas of participation tracker data evidences that most learners have experienced opportunities for wider achievement Learner voice through IDL will enable opportunities to direct learning, develop interests, strengths, skills and aspirations which will be demonstrated through experiences in the curriculum and life beyond school. Written comments linked to UNCRC articles by learners/teachers/parents will indicate • Where learners are in their learning • Where learners want to be and expectations for learning • How learners are going to get there Children will be able to take ownership of their learning through developing the ability to discuss learning and identify how they improve and then target set A range of evidence and assessment will be used to track pupils progress and support improved learning experiences for children across the BGE Attainment in literacy and numeracy(P1, P4, P7) will show improvement through CfE levels & SNSA results