

ST. MARY'S PRIMARY, BATHGATE SCHOOL IMPROVEMENT PLAN

2019 / 2020



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*
Authority supported Validated Self Evaluation (VSE)

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 ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and 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
Child Protection Issues / Guidance
GTCS standards and professional update



Our vision, values and aims statement has been developed by all stakeholders and is reviewed regularly. It is central to the life and work of the school.



Our vision is to work together in a positive environment of love, faith, respect and friendship. We are always striving for excellence, to be the best we can be!

Our aims are our stepping stones towards our vision.

Our school community work together to:

- * show love and respect for God, ourselves, others and the world we live in;
- * grow in faith by participating in liturgy, Sacraments, prayer and worship and by trying to live like Jesus every day;
- * create a happy, caring, honest and friendly and nurturing environment where everyone is valued and supported;
- * share high standards of welfare, care, behaviour, achievement and attainment. We celebrate success!
- * achieve the best outcomes for every child, in all areas, through positive partnerships;
- * understand and forgive each other, as well as celebrate our differences.

Our vision, values and aims underpin everything we do, including our rationale for the curriculum (to be reviewed session 2018-19). Please access our rationale for the curriculum, 'Delivering Excellence and Equity at St. Mary's Primary School', using the following link <https://blogs.glowscotland.org.uk/wl/stmarysps/files/2018/06/Delivering-Excellence-and-Equity-version-3.pdf>

Contextual Data Analysis and Rationale for 2019/20 School Improvement Plan

a) Background

The Head Teacher, along with the Depute Head Teacher, Principal Teacher and Support for Learning Coordinator form the Senior Leadership Team and lead the school in developing core features of the school's improvement work, most recently: raising attainment in Literacy and Numeracy; ensuring wellbeing, equity and inclusion and developing a whole school nurturing approach. The school had a positive validation of its work by West Lothian Council in March 2019. The VSE team found the following strengths in the school's work: The leadership team and staff engage positively in collegiate working and professional learning, there is commitment to change and staff at all levels embrace leadership opportunities; There are high expectations across the school and the learning environment is calm, purposeful and focused; Learners interact well and engage with learning experiences; Learners are supported effectively through well-planned interventions that are evaluated and refreshed regularly; The school's culture focuses on ensuring the wellbeing of all; The leadership team and staff have created a very positive ethos where everyone is valued, respected, and included; Relationships are very nurturing and effective systems and procedures have been developed which ensure early intervention and there is a shared understanding of wellbeing across the school community which underpins the work of the school.

a) Data

Our attainment data for the whole school indicates that almost all children are on track in Listening and Talking. Most children are on track in Reading, Numeracy and Writing. In Reading at P1 and P4 most children are on track to attain the expected level and at P7 almost all children are on track. In Writing most children at P1, P4 and P7 are expected to attain the appropriate level. In Numeracy almost all children are on track to attain the expected level. In P4 and P7 most children are on track to attain the expected level. Our recent VSE team agreed with the school that in order to raise attainment further we must: consistently embed learning, teaching and assessment approaches, including Assessment is for Learning (AfL), to maximise attainment and achievement and ensure challenge for all; expand opportunities for learners to plan, assess and lead their learning and develop increased opportunities for learner dialogue.





b) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

A number of our identified children experience gaps due to English as an Additional Language (EAL); adverse childhood experiences (ACEs); attachment issues; children with social, emotional and behavioural issues; poor mental and emotional health and wellbeing; looked after and care experienced children; ongoing family issues which impact upon aspirations for learning; non-engaging parents and attendance and late-coming issues. Our target groups will be for identified children who experience barriers in Literacy, Numeracy and Health and Wellbeing and those requiring support to maintain high levels of attendance.

c) Summary/overview of proposal & non-negotiable outcomes

All our targeted interventions will focus on improving attainment in Literacy, Numeracy and Health and Wellbeing with identified children. Our school Family Practitioner will work with identified children and families to increase pupil and parental engagement in school and feeder nurseries in order to improve overall wellbeing, resilience, life chances and raise attainment. In particular, there will be a focus on improving attendance levels for identified children and this will be done in partnership with parents / carers. We aim to help overcome barriers to learning and raise aspirations for what our children are able to achieve. Pupil Support Workers (PSWs) will be retained to continue to support children in our nurture class and undertake specific interventions with targeted children who were not attaining, or close to not attaining in Literacy, Numeracy and Health and Wellbeing. Support in Literacy and Numeracy will be provided to children across the school but particularly in P3 and P6, where the highest level of intervention is required. We will also retain our Speech and Language Therapist (SaLT) who will plan and deliver interventions to identified groups in key areas such as active listening and vocabulary development. Staff will be supported in the implementation of Word Boost to increase vocabulary skills throughout the school, as well as continuing to work with our feeder nurseries to introduce and implement the 'Learning is Fun Together' (LIFT) approach which supports children's speech, language and communication development. There will be a particular focus on children with English as an Additional Language (EAL). This approach will also be rolled out to Primary 1 children and their families. The SaLT will also continue to work on other approaches to increasing listening and attention skills in our children. Our PEF Teacher will continue to support pedagogical development and professional learning for staff across the school and another cohort of five teachers will undertake the 'Outstanding Teaching Intervention' (OTI). These universal interventions will continue to support the development of pedagogy, learning, teaching and assessment approaches and therefore improve outcomes for all our children. We expect to see an increase in pupil attainment and engagement.

St. Mary's Primary, Bathgate - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	Proposed Actions	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
Raising attainment for all, particularly in literacy and numeracy: * All pupils will experience high quality learning and teaching in all classrooms by engaging practitioners in supported professional learning and pedagogical development, with a particular school focus on writing and a cluster focus on numeracy	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	*Implement Learning, Teaching and Assessment working party action plan *Embed approaches in the teaching of writing, including lessons throughout each week to improve the four basic skills and the Big Write lesson, through quality assurance and team teaching *Moderate assessment of writing at school and cluster level *Incorporate and develop actions from 5 year literacy and numeracy plans with stretch aims and timeline in mind *Utilise related WL CLPL *School to make use of RIC support and resources in numeracy *Data coach to advise SLT and staff team	May 2020 	*Almost all pupils talk confidently about LI, SC, effective feedback, strengths and next steps across the curriculum but particularly in writing and numeracy / maths *All teachers to differentiate effectively within writing and numeracy / maths – evident in QA / class observations *At least 90% of observed lessons are good or above * Attainment in numeracy to rise from 90% -91% *Attainment in writing to rise from 84% - 86%
Closing the attainment gap between the most and least advantaged children: *Our targeted children's attainment in numeracy and literacy will rise by 5% as a result of interventions * Most (75-90%) of Family Practitioner's targeted children's attendance will rise by 2% *Most parents/ carers (75-90%) in feeder nurseries and P1 will participate in Learning is Fun Together (LIFT) sessions and increase knowledge of how to support their child's communication skills will increase	<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 Chdn's Progress <input checked="" type="checkbox"/> Performance Information	*Implement Equity action plan *Work with data coach - further improve use of data to evaluate effectiveness of interventions, particularly in numeracy and maths *School Family Practitioner to support families to engage in LIFT intervention in nursery and P1 and implement actions to improve attendance *Speech and Language Therapist to train nursery and P1 staff in LIFT and Teaching Children to Listen approaches *Implement Speech and Language Therapist action plan	May 2020 	*Target achieved in CfE levels supported by ongoing tracking *Target achieved in attendance *Parent surveys show increase in knowledge which supports their child's communication skills
Improvement in all children and young people's wellbeing: *Children will be able to recognise positive and negative aspects of mental health and wellbeing and what steps to take when not feeling emotionally well.	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	*Implement HWB action plan *Quality assure current practice and support further developments in Outdoor Learning *Implement RRS action plan *Staff training in use of pastoral notes	May 2020 	*Almost all pupils, through focus groups, will feedback positively about their experiences in outdoor learning *At least 75% of stakeholders report positive impact in stakeholder RRS survey *All teachers will use pastoral notes to record concerns and incidents which impact positively or negatively on HWB and track this to inform interventions
Improvement in employability skills and sustained, positive school leaver destinations for all young people: *Further develop strategic whole school overview and framework of the curriculum with stakeholders (IDL, DYW, Outdoor learning, Digital strategy. STEM, P4C etc.) *Develop skills for life, learning and work using 'Leader in Me' approach	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	*Implement Curriculum / Pedagogy working party action plans *Leader in Me training for all staff – develop and implement approaches across school	May 2020 	*All staff and most children can recognise, articulate and apply creativity / higher order thinking skills *Almost all pupils, through focus groups, will feedback positively about their experiences in curricular developments *Most children (75-90%) can demonstrate the 7 habits of effective people through 'The Leader in Me' approach

