



SCHOOL IMPROVEMENT PRIORITY



St Mary's RC Primary School, Bathgate

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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

PRIORITY:

Ensure innovative learning experiences which meet individual needs, through intelligent use of formative and summative assessment data, and informs effective differentiation.

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSSED ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: **2024-25**

COURAGE RELATIONSHIPS VALUES RELEVANCE



St Mary's RC Primary School, Bathgate

CONTEXT & FACTORS

PRIORITY:
Ensure innovative learning experiences which meet individual needs, through intelligent use of formative and summative assessment data, and informs effective differentiation.



WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?

SCHOOL (LEARNERS)

Background - The context for our learners

P1 – All attained expected level in listening and talking and numeracy. Almost all in reading (94%). Most in writing (78%)

P4 - Almost all attained the expected level in reading (91%) and listening and talking (97%). Most in writing (85%) and numeracy (85%)

P7 - Most attained expected level in reading (92%) and talking and listening (90%). Most in numeracy (86%) and writing (78%)

Targeted support categories: SIMD 1; care experienced; English is an additional language (EAL); qualify for Free School Meals (FSM) or clothing grant and / or have been impacted by trauma or adverse childhood experiences (ACEs).

- Most of our targeted pupils are now on track in reading and numeracy
- In writing, the majority of our targeted pupils are on track
- Almost all our targeted pupils are on track in listening and talking

STANDARDS AND QUALITY REPORT

LOCAL AUTHORITY & CLUSTER

Curriculum Design (LA Approach)

Moving Forward in Your Learning Guidance (MFiL); Themes 1 & 2: Learning & Engagement Quality of Teaching and themes 3 & 4: Effective use of Assessment Planning, Tracking and Monitoring

Literacy and Numeracy West Lothian Priorities

HWB Priorities, WLC

Raising attainment, including closing the gap

West Lothian Raising Attainment Strategy 2023-28

Cluster Improvement Plan

NATIONAL

Teaching Learning and Assessment Moderation Cycle (Education Scotland)

National Improvement Framework

Scottish Attainment Challenge

Raising Attainment for All,

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare? Particular focus on 2.3 Learning Teaching and Assessment.

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence Refresh

Realising the Ambition, 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, Support for Learning: All our Children and All their Potential (ASL Review) 2020, and All Learners in Scotland Matter - The National Discussion Report



SCHOOL IMPROVEMENT PRIORITY



St Mary's RC Primary School, Bathgate

VISION & VALUES

PRIORITY:
Ensure innovative learning experiences which meet individual needs, through intelligent use of formative and summative assessment data, and informs effective differentiation.



HOW DOES THE SPECIFIC IMPROVEMENT PRIORITY FURTHER THE VISION AND VALUES OF THE SCHOOL?

SCHOOL VISION

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

SCHOOL VALUES

[Vision, Values and Aims - St Mary's Primary Bathgate \(westlothian.org.uk\)](http://westlothian.org.uk)

Positivity, Inclusivity, Love, Faith, Respect, Friendship, Excellence

CURRICULUM RATIONALE

[Curriculum Rationale](#)

At St. Mary's

- our positive learning environment nurtures enthusiasm and motivation towards learning so that pupils develop strong literacy, communication, and numeracy skills. We promote vital skills like critical thinking, problem-solving, effective communication, and teamwork.
- we nurture self-respect, self-awareness and self-regulation so that pupils can establish meaningful connections with others. We are committed to offering opportunities for pupils to participate in a variety of activities and experiences that enhance their confidence and contribute to the development of identity.
- we encourage pupils to show respect to others, make well-informed choices, and demonstrate an awareness and appreciation of diverse beliefs and cultures. We are dedicated to supporting pupils to understand the impact of their actions on others and society as a whole
- we support pupils in building resilience and self-reliance through the promotion of problem-solving and transferrable life skills. We aim to instill in pupils an appreciation for teamwork by offering opportunities for them to work alongside others towards shared goals

To support all pupils to strive for excellence, we are further developing/broadening our use of assessment data to inform effective differentiation. All pupils will be provided with engaging in learning experiences and outcomes that meet their individual needs and interests. Pupils, staff and partners will work together to be the best we can be!

PROVIDE A BRIEF BLURB CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

YEAR: 2024-25



SCHOOL IMPROVEMENT PRIORITY



St Mary's RC Primary School, Bathgate

SUPPORTING DATA

PRIORITY:
Ensure innovative learning experiences which meet individual needs, through intelligent use of formative and summative assessment data, and informs effective differentiation.



WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?

DATA ANALYSIS STATEMENT:

- Staff self-evaluated 2.3 Learning Teaching and Assessment as good, validated by VSE.
- Attainment over time demonstrates an improving picture in most areas registered against local & national markers
- VSE summary reports effective differentiation to show appropriate support and challenge is satisfactory.
- VSE summary reports feedback used to inform and support progress in learning as satisfactory.
- VSE summary reports assessment leading to progress which is integral to the planning of learning and teaching is satisfactory.

TRIANGULATING SOURCES:

| PEOPLE'S VIEWS | DIRECT OBSERVATION | QUANTITATIVE DATA |
|------------------------------|------------------------|---------------------------|
| HGIOS evaluations of 2.3 | VSE | Attainment data |
| Data dialogue with staff | VSE | School Attainment Profile |
| Pupil and staff focus groups | Classroom observations | VSE Summary |
| Pupil and staff focus groups | Classroom observations | Executive summary |
| E&E meetings | Classroom observations | VSE Summary |

HIGHLIGHT IMPORTANT HEADLINE DATA ANALYSIS STATEMENTS RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED

YEAR: 2024-25



SCHOOL IMPROVEMENT PRIORITY



St Mary's RC Primary School, Bathgate

ACTIONS & INDICATORS

PRIORITY:
Ensure innovative learning experiences which meet individual needs, through intelligent use of formative and summative assessment data, and informs effective differentiation.



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN **TERM 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS:

- Collaboratively ID and create assessment overviews for each stage
- Improve differentiation in learning opportunities
- Agree common approaches to feedback, e.g. WL literacy targets / OSIRIS
- Improve capacity of all teachers to assess and improve learning of pupils with complex needs
- Implement meta-skills framework across curriculum

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

- 1** Create own assessment overview by examining existing practices and exploring best practice. Possible practitioner enquiry focus. Whole staff Term 1
- 2** Build CLPL into WTA – Workshops around differentiation. Possible practitioner enquiry focus. Whole staff Term 1 & 2
- 3** Engage with Literacy and English pedagogy Officer to further explore use of WL targets for feedback. Possible practitioner enquiry focus. Ped Off & staff Term 1
- 4** GTC expectations of CTs for children with ASNs – ISP CLPL session. ASN led & staff Term 1
- 5** Work with Skills Development Scotland to audit use of Meta skills and create action plan. SLT & teaching staff Term 2

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

- In planning meetings a direct link between assessment outcomes and learning activities provided will be evident
- In QA lesson visits, learning will be differentiated by at least one of; process, content, product or environment
- During pupil benchmarking/focus groups, pupils will be able to discuss their progress and next steps.
- Increased confidence discussing data which informs learning and teaching
- Using framework to plan LTA, evident in planning meetings and class observations

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

-
-
-
-
-

REVIEW SUCCESS

YEAR: 2024-25



ACTIONS & INDICATORS

PRIORITY:



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

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DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

YEAR:



ACTIONS & INDICATORS

PRIORITY:



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 3**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4

FUTURE ACTIONS:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

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DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

YEAR:



ACTIONS & INDICATORS

PRIORITY:



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 4**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR

FUTURE ACTIONS ACTIONS:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

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DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

YEAR:



SCHOOL IMPROVEMENT PRIORITY



St Mary's RC Primary School, Bathgate

A CURRICULUM for EXCELLENCE

PRIORITY:
Ensure innovative learning experiences which meet individual needs, through intelligent use of formative and summative assessment data, and informs effective differentiation.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

LEARNERS:

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas
- Use literacy, communication and numeracy skills
- Use technology for learning
- Think creatively and independently
- Learn independently and as part of a group
- Make reasoned evaluations
- Link and apply different kinds of learning in new situations

INDIVIDUALS:

- Self-respect
- A sense of physical, mental and emotional well-being
- Secure values and beliefs
- Ambition
- Relate to others and manage themselves
- Pursue a healthy and active lifestyle
- Be self-aware
- Develop and communicate their own beliefs and view of the world
- Assess risk and make informed decisions
- Achieve success in different areas of activity

CITIZENS:

- Respect for others
- Commitment to participate responsibly in political, economic, social and cultural life
- Develop knowledge and understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- Make informed choices and decisions
- Evaluate environmental, scientific and technological issues
- Develop informed, ethical views of complex issues
- Make reasoned evaluations

CONTRIBUTORS:

- An enterprising attitude
- Resilience
- Self-reliance
- Communication in different ways and in different settings
- Work in partnership and in teams
- Take the initiative and lead
- Apply critical thinking in new contexts
- Create and develop
- Solve problems

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)

YEAR: 2024-25

QUALITY INDICATORS

PRIORITY:
Ensure innovative learning experiences which meet individual needs, through intelligent use of formative and summative assessment data, and informs effective differentiation.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

1.3 Leadership of change

- 1 Developing a shared vision, values and aims relevant to the school and its community
- 2 Strategic planning for continuous improvement
- 5 Implementing improvement and change

2.2 Curriculum

- 5 Rationale and design
- 1,2,3 Development of the curriculum
- 2 Learning pathways
- 5 Skills for learning, life and work

2.3 Learning, teaching and assessment

- 1,2,3 Learning and engagement
- 2 Quality of teaching
- 1 Effective use of assessment
- 1,3,4 Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

- 5 Wellbeing
- 4 Fulfilment of statutory duties
- 4 Inclusion and equality

3.2 Raising attainment and achievement

- 1 Attainment in literacy and numeracy
- 1,2,3,4 Attainment over time
- 3 Overall quality of learners' achievement
- 2,4 Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

2.4- Personalised support- Specific Actions 2 & 4

3.3- Increasing creativity and employability - Specific Action 5

SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)



SCHOOL IMPROVEMENT PRIORITY



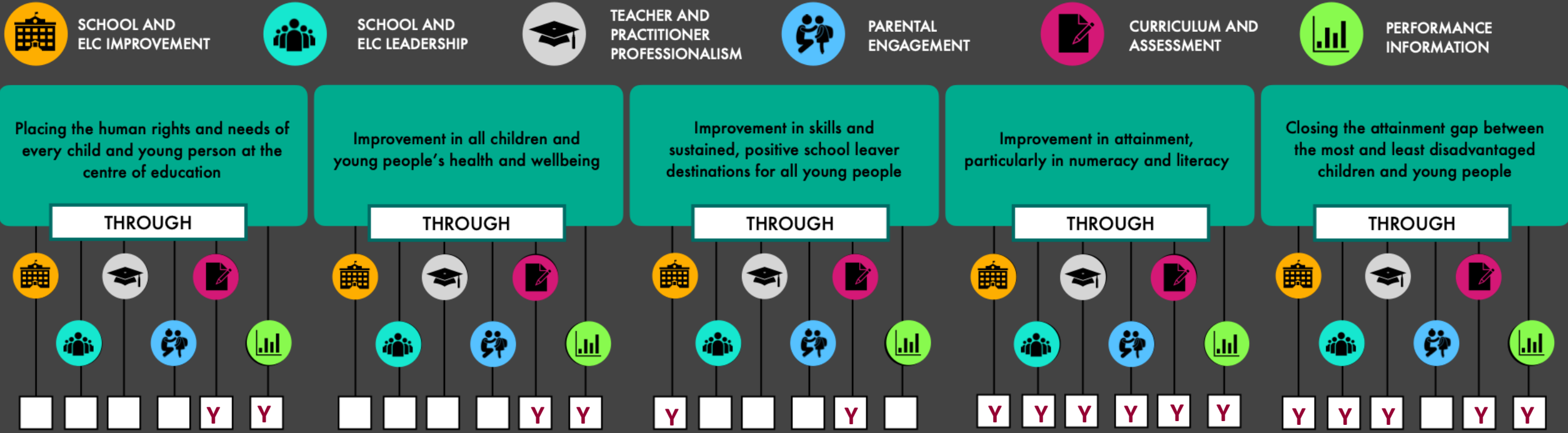
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NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:
Ensure innovative learning experiences which meet individual needs, through intelligent use of formative and summative assessment data, and informs effective differentiation.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?



(SELECT NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY)

YEAR: 2024-25



BIGGER PICTURE

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE IMPORTANT TO NOTE?



YEAR2

- Assessment integral to our planning of learning and teaching.
- At key milestones, assessments provide reliable evidence.
- Effective differentiation ensures appropriate support and challenge, leading to progress in learning.
- Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests.
- Feedback used effectively to inform and support progress in learning.

YEAR3

- Learners exercising choice, including the appropriate use of digital technology, and taking increasing responsibility as they become more independent in their learning.
- Use of feedback to effectively inform and support progress in learning.
- Use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.

YEAR4

(YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**)



ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link



<https://stmarysprimarybathgate.westlothian.org.uk/article/14292/School-Documents>

to view our ELC Action Plan.



PEF STATEMENT

PUPIL EQUITY FUNDING: Tackling the attainment gap between the most and least advantaged children



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 to improve literacy, numeracy and health and wellbeing.

Please follow this link [Pupil_Equity_Fund_Summary_omx974x9hl2g.pdf \(westlothian.org.uk\)](#) to view our PEF Summary and find out more about our use of funding.