

# **BOGHALL PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN RECOVERY PHASE PLAN**

**2021 / 2022**



## Factors Influencing the Improvement Plan

### School Factors

In reviewing our School Improvement Plan 2020/21 the following priorities have been identified for 2021/22:

<b>National Priority:</b> Improvement in children and young people's health and wellbeing		
	<b>Universal</b>	<b>Targeted</b>
Launch and implement revised Vision, Values and Aims, following review over session 2020/21.	√	
Implement updated Positive Relationships Framework throughout the school. To re-establish shared standards, expectation and consistent approach to supporting and managing relationships across the school.	√	
How nurturing is our school? whole school development, to fully embed the nurturing principles across the whole school and to further enhance approaches to supporting positive relationships and good health and wellbeing.	√	
<b>National Priority:</b> Improvement in attainment, particularly in literacy and numeracy		
	<b>Universal</b>	<b>Targeted</b>
Review and update Literacy Curriculum Framework. To focus on the full implementation of the WL Curriculum Pathways and specifically improve learning and teaching approaches within writing.	√	
Review and update Numeracy Curriculum Framework. To focus on the full implementation of the WL Curriculum Pathways and support moderation of learning and teaching in Numeracy and Mathematics.	√	
Fully implement use of Sumdog within Literacy and Numeracy, to further develop proficiency in spelling and mental agility within number and number processes.	√	
<b>National Priority:</b> Closing the attainment gap between the most and least disadvantaged children		
	<b>Universal</b>	<b>Targeted</b>
Implement early intervention phonological awareness programme for P1, for targeted children and families. To support in closing the vocabulary gap, improve children's self-regulation and support parents/carers in supporting their child's learning.		√
Develop intensive support programme in Numeracy for P6-7, for identified children not on track to achieve Second Level in Numeracy, through use of Maths Recovery Programme. To support children develop positive mindset in Numeracy and Mathematics, support parents/carers in supporting their child's learning and support teachers in planning for differentiation.		√
<b>National Priority:</b> Improvement in employability skills and sustained positive school leaver destinations for all young people.		
	<b>Universal</b>	<b>Targeted</b>
Implement updated Learning and Teaching Framework with focus on skills for learning, life and work and profiling children's Learning Journey and Successes and Achievements throughout the session.	√	
Fully implement Outdoor Learning Framework throughout the school to enhance the application of skills and knowledge within a new and different context.	√	
Implement programme of moderation of learning and teaching of STEM subjects using STEM Curriculum Framework to support and further develop teacher confidence in delivering discrete and interdisciplinary learning.	√	

Review and update Digital Schools Policy to support the development of digital learning across the curriculum and enhance the learning experiences of children and further application of skills through the use of digital media.	√	
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Through our quality assurance and self-evaluation processes the following priorities have been identified for 2021/22:

QI 1.1:

- Embed use of updated GTCS standards in all aspects of our work.
- Further engage parents/carers in school improvement priorities and self-evaluation activities.
- Better involve partners in self-evaluation and school improvement planning.
- Implement pupil profiling throughout the school.
- Re-establish cluster moderation.

QI 2.3:

- Re-establish whole school moderation sessions.
- Re-establish full Quality Assurance Calendar.

QI: 2.5

- Develop clear rationale with universal and targeted family learning programme to ensure all stakeholders are sure of what meaningful engagement with families looks like.
- Develop and improve measures of how we can demonstrate that families are feeling included and that they are participating, achieving and progressing.
- Improve monitoring of participation.

QI 3.2 - Equity Priorities

- Further develop individual profiling to better meet the needs of most disadvantaged children.

### **Bathgate Cluster Improvement Priorities**

- Moderation of numeracy and mathematics
- Targeted approaches for numeracy and mathematics
- Professional reading group

### **Local Authority Factors**

Moving Forward in Your Learning Guidance –Learning, Teaching and Assessment; Wellbeing and Inclusion; Agile Learning

Literacy and Numeracy West Lothian Priorities

Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))

*Transforming Your Council*

[Corporate Plan](#)

Children's Services Plan 2020-2023

Education Services Management Plan

West Lothian Parental Involvement and Engagement Framework

### **National Factors**

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools

Equity Audit

Moderation Cycle and Assessment

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding

How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare?

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence Refresh

Developing Scotland's Young Workforce

GTCS professional standards and professional update 2021



## **Our Vision for our Learning Community**

**Our vision is** to dream, believe and achieve!

We are committed to being a learning community renowned for the respect we show each other, in all that we do and in an environment where everyone is welcome, valued and supported. We strive to ensure a calm, positive and safe environment based on good behaviour, self-discipline and respect for others. Our learning and teaching will be of the highest quality and fun for all pupils, providing challenge and enjoyment and developing confidence to realise their full potential.

We seek excellence in developing happy, independent, kind individuals with a positive attitude in a nurturing and engaging environment in partnership with parents/carers and the local community.

Our nursery moto is 'Hand in hand, together we can'. Through the work we do in our nursery we are committed to providing playful, challenging activities that have purpose and develop our children's of abilities and encourage each child to play in a safe, confident way whilst exploring risk taking. We endeavour to support all children in their learning according to prior learning and continue to monitor progress throughout the early years

We will actively encourage the motivation and resilience needed for lifelong learning into the world of work.

**Our core values include:** Trust   Respect   Nurture   Ambition   Inclusion

### **We aim to:**

- Have trusting relationships that value each other's rights and allows our children to become responsible citizens now and in the future.
- Develop children's positive mindset to challenge themselves, show endeavour and celebrate the achievements and attainment of all and develop them as confident individuals.
- Develop our curriculum to ensure children's creativity and ambition enables them to develop the critical skills and positive attitudes to become successful learners.
- Work in partnership with parents/cares and other establishments and partners who support the work we do and provide opportunities for our children to gain wider experience, successes and achievement and effectively contribute to their community.

**We are proud to be part of the Boghall Primary and Nursery Community.**

### *Refreshed Curriculum Rationale under development*

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 2021/22 School Improvement Plan

### **Background**

During the period of remote learning the majority to most of our learners across the school engaged well. Across the school most learners can talk confidently about the talking and listening and reading skills they use in their learning. The P5-P7 pupil ethos survey result showed learners felt positive in their response to all of the questions and across the school most children were reporting positive health and wellbeing scores using the wellbeing indicators in September 2020 and almost all of the children across the school reported positive health and wellbeing scores in June 2021.

Our improvement priorities are based on the national priorities in the National Improvement Framework (NIF), the progress we have made with priorities in Session 2020/21 and what the impact has been and our self-evaluation. We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) with a more in depth look at 1.1 Self-evaluation for self-improvement and 2.5 Family learning. Our improvement priorities have been identified to reflect our school's recovery improvement plan, which will respond the national and local advice on the reopening of schools and West Lothian's commitment to improving the Agile Learning culture across our school.

### **Analysis of data**

Across school the majority to most of our children are on track in their learning:

- In P1 most learners have achieved expected levels in literacy and numeracy.
- In P2 the majority of children are on track in their learning in literacy and most are on track in numeracy.
- In P3 most children are on tracking in their learning in literacy and numeracy.
- In P4 the majority of learners have achieved the expected levels literacy and most in numeracy.
- In P5 the majority of children are on tracking in their learning in literacy and most in their numeracy.
- In P6 most children are on track in their learning in literacy and almost all are on track in their numeracy.
- In P7 almost all learners have achieved expected levels in literacy and numeracy.

Analysis of our early years tracker demonstrates the following priorities for children moving into P1 in August 2021:

- Health and wellbeing – perseverance.
- Literacy – rhyming, syllables, oral grammar, sequencing and storyline.
- Numeracy – subitising, patterns and 2D and 3D shapes.

Our attainment gaps consist of two main factors; deprivation and children's additional support needs. There does also appear to be gender gaps in attainment at a few stages throughout the school however further analysis of the individual learners' highlights that deprivation and/or additional support needs is the stronger factor in relation to identified gaps. Our targeted interventions continue to demonstrate added value for almost all children who are engaged in these interventions however through the recovery phase and in line with releasing COVID-19 restrictions we want to ensure our family learning aspect of our targeted interventions are fully embedded to maximise the impact of the programmes we have in place.

We would also like to ensure that we have fully developed our profiling of groups and individuals to allow us to review our targeted interventions to identify any further gaps and intervention to better meet the needs of groups and individuals.





<p>Embed whole school nurturing approach, to fully embed the nurturing principles across the whole school and to further enhance approaches to supporting positive relationships and good health and wellbeing.</p>	<p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• Whole-school self-evaluation using How Nurturing is Our School?</li> <li>• Staff development session on Nurture Principles and attachment.</li> <li>• Further development of nurture principle – knowing and understanding me developmentally through staff develop in relation to additional support needs e.g. EAL, Dyslexia, ASD, ADHD and Dyspraxia.</li> </ul>	<p>March 2022</p>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>- Staff and pupil view on How nurturing is our school? <b>(Survey and Learning Conversations)</b></li> <li>- Staff confidence in supporting children with additional support needs. <b>(Survey)</b></li> </ul>
<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p>			
<p>Review and update Literacy Curriculum Framework. To focus on the full implementation of the WL Curriculum Pathways and specifically improve learning and teaching approaches within writing.</p>	<p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• Analyse SNSA data for last 3 sessions.</li> <li>• Review and audit literacy curriculum offering early to second level.</li> <li>• Update and revise school pathways and curriculum materials.</li> <li>• Staff moderation of listening and talking and writing.</li> <li>• Revise and update literacy curriculum rationale and framework.</li> </ul>	<p>May 2022</p>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>- Progress of children in relation to talking and listening, reading and writing. <b>(Pupil Trackers, Professional Dialogue Logs and monitoring of learning and teaching).</b></li> </ul>
<p>Review and update Numeracy Curriculum Framework. To focus on the full implementation of the WL Curriculum Pathways and support moderation of learning and teaching in Numeracy and Mathematics.</p>	<p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• Analyse SNSA data for last 3 sessions.</li> <li>• Review and audit numeracy and mathematics curriculum offering early to second level.</li> <li>• Update and revise school pathways and curriculum materials.</li> <li>• Staff moderation of identified areas from SNSA for development within numeracy and mathematics.</li> <li>• Revise and update numeracy curriculum rationale and framework.</li> </ul>	<p>May 2022</p>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>- Progress of children in numeracy and mathematics. <b>(Pupil Trackers, Professional Dialogue Logs and monitoring of learning and teaching).</b></li> </ul>

Fully implement the use of Sumdog within Literacy and Numeracy, to further develop proficiency in spelling and mental agility within number and number processes.	<b>ACTIONS:</b> <ul style="list-style-type: none"> <li>• Complete pupil diagnostic.</li> <li>• Embed use of sumdog into daily practice.</li> <li>• Track and monitor ongoing progress.</li> <li>• Complete pupil diagnostic.</li> </ul>	Sept 2021-June 2022	<b>Measures:</b> <ul style="list-style-type: none"> <li>- Pupil confidence in mental agility and spelling proficiency. <b>(Sumdog diagnostic and Single Word Spelling Test)</b></li> </ul>
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**Closing the attainment gap between the most and least advantaged children:**

<p>Implement early intervention phonological awareness programme for P1, for targeted children and families. To support in closing the vocabulary gap, improve children's self-regulation and support parents/carers in supporting their child's learning.</p>	<b>ACTIONS:</b> <ul style="list-style-type: none"> <li>• Complete POLAAR assessment diagnostic.</li> <li>• Implement phonological awareness targeted programme for groups and/or individuals and families.</li> <li>• Complete follow-up and/or ongoing POLAAR assessment.</li> </ul>	Dec 2021	<b>Measures:</b> <ul style="list-style-type: none"> <li>- Children's confidence and engagement in literacy. <b>(POLAAR assessment)</b></li> <li>- Parent/carer confidence in supporting their children's learning in literacy. <b>(Survey)</b></li> </ul>
<p>Develop intensive support programme in Numeracy for P6-7, for identified children not on track to achieve Second Level in Numeracy. To support children develop positive mindset in Numeracy and Mathematics, support parents/carers in supporting their child's learning and support teachers in planning for differentiation.</p>	<b>ACTIONS:</b> <ul style="list-style-type: none"> <li>• Complete Maths Recovery Assessment.</li> <li>• Develop and implement programme of teaching and reinforcement.</li> <li>• Develop approaches to support family learning using Maths Recovery strategies.</li> <li>• Complete Maths Recovery Assessment follow-up.</li> </ul>	Aug 2021-June 2022	<b>Measures:</b> <ul style="list-style-type: none"> <li>- Pupil mindset about maths. <b>(Survey)</b></li> <li>- Staff confidence in planning for differentiation in numeracy and mathematics. <b>(Survey)</b></li> <li>- Parent/carer confidence in supporting children with maths. <b>(Survey)</b></li> </ul>

**Improvement in employability skills and sustained, positive school leaver destinations for all young people:**

<p>Implement updated Learning and Teaching Framework with focus on skills for learning, life and work and profiling children's Learning Journey and Successes and Achievements throughout the session.</p>	<p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• Embed use of Learning and Teaching Framework across the school.</li> <li>• Staff development session on pupil profiling and use of Seesaw.</li> <li>• Moderation of pupil profiling across school.</li> </ul>	<p>Nov 2021</p>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>- Pupil confidence in gathering evidence of their own learning and talking about their strengths and next steps in learning. <b>(Learner Conversations)</b></li> </ul>
<p>Fully implement Outdoor Learning Framework throughout the school to enhance the application of skills and knowledge within a new and different context.</p>	<p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• Embed use of Outdoor Learning Framework within teacher's forward planning.</li> </ul>	<p>Aug 2021</p>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>- Evidence of skills development through planned learning and teaching outdoors. <b>(Teacher forward plans and class floor books and Learning Journey displays).</b></li> </ul>
<p>Implement programme of moderation of learning and teaching of STEM subjects using STEM Curriculum Framework to support and further develop teacher confidence in delivering discrete and interdisciplinary learning.</p>	<p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• Embed use of STEM Curriculum Framework within teacher's forward planning.</li> <li>• Moderation of STEM teaching and teaching.</li> </ul>	<p>Oct 2021</p>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>- Evidence of skills development through planned learning and teaching within STEM subjects. <b>(Teacher forward plans, class floor books and Learning Journey displays and pupil Learner Conversations).</b></li> </ul>
<p>Review and update Digital Schools Policy to support the development of digital learning across the curriculum and enhance the learning experiences of children and further application of skills through the use of digital media.</p>	<p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• Review and audit use of ICT to enhance learning across the school and curriculum through staff development and planned moderation activities.</li> <li>• Review and update technologies curriculum rationale and framework.</li> </ul>	<p>June 2022</p>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>- Pupil confidence in using Seesaw and GLOW to enhance learning. <b>(Learning walks, Learner Conversations and Pupil Profiles).</b></li> </ul>

<p>Develop clear rationale with universal and targeted family learning programme to ensure all stakeholders are sure of what meaningful engagement with families looks like.</p>	<p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• Develop calendar of universal family learning opportunities within literacy, numeracy ad health and wellbeing.</li> <li>• Develop calendar of targeted family learning opportunities within literacy, numeracy ad health and wellbeing.</li> </ul>	<p>Oct 2021</p>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>- Parent/carer confidence in supporting their children literacy, numeracy and health and wellbeing. <b>(Survey and participation records)</b></li> </ul>
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**PEF Plan:**

PEF Priority	Proposed Actions & Resources	What is the expected impact on reducing the gap in your context of your proposed actions?	How will you measure the impact?
Literacy	<p><b>Targeted interventions:</b></p> <ul style="list-style-type: none"> <li>- P1 - Phonological awareness catch-up programme</li> <li>- P2 - Forward Together Programme</li> <li>- P1-P7 - 5 Minute Box</li> <li>- P3-P7 - Scotland Reads</li> <li>- P1-P7 - Reading Bug Club</li> <li>- P1-P7 – Sumdog, (spelling)</li> </ul> <p>Review and update of family learning programme to go alongside targeted interventions.</p>	<ul style="list-style-type: none"> <li>• Attainment</li> <li>• Engagement and Participation</li> </ul>	<p>Progress within diagnostic assessment and achievement of a level tracking.</p> <p>Improved engagement in literacy within mainstream class – pupil trackers.</p>
Numeracy	<p><b>Targeted interventions:</b></p> <ul style="list-style-type: none"> <li>- P1-P3 - Number box</li> <li>- P3-P7 – Maths Recovery</li> <li>- P1-P7 – Sumdog, (mental agility)</li> </ul> <p>Review and update of family learning programme to go alongside targeted interventions.</p>	<ul style="list-style-type: none"> <li>• Attainment</li> <li>• Engagement and Participation</li> </ul>	<p>Progress within diagnostic assessment and achievement of a level tracking.</p> <p>Improved engagement in numeracy and mathematics within mainstream class– pupil trackers.</p>
Health and Wellbeing	<p><b>Targeted interventions:</b></p> <ul style="list-style-type: none"> <li>- P4-P7 – Nurture Group</li> <li>- P5-P7 – Life skills</li> <li>- P3-P7 – Drawing and talking</li> </ul> <p>Review and update of family learning programme to go alongside targeted interventions.</p>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Exclusion</li> <li>• Improved self-reporting of wellbeing using the wellbeing indicators.</li> <li>• Engagement and Participation</li> </ul>	<p>Improved attendance for groups and identified individuals.</p> <p>Reduce risk of exclusion for identified individuals.</p> <p>Wellbeing indicators tracking– pupil trackers.</p> <p>Improved engagement in learning within mainstream class– pupil trackers.</p>