

EASTERTOUN PRIMARY SCHOOL and ELC 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*
Flexible early learning and childcare implementation
Heartstone Project
Development Post Holder Posts

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
West Lothian Action Plans for Literacy and Numeracy

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 HGIOURS
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
Digital Learning Strategy



Vision, Values & Aims statement:- Our vision is to promote a whole-school working ethos to ensure that all pupils are given the chance to flourish, learn, achieve and develop in a safe and nurturing environment. We are working together to ensure that our children are given the best possible opportunities to develop their full potential whatever they want to be in the future.

Our school **values** are exemplified by our Values Teddies, which were designed by our children:



BILL: Be Inspired Love Learning



CLEO: Care and love for each other



TOBIE: Try our best in everything



RHEA: Responsibility and helping each other

We want the children at Eastertoun to

- *Feel valued, nurtured, safe and secure*
- *Be happy, healthy and resilient*
- *Be literate and numerate*
- *Experience a broad range of high quality learning experiences which challenges and motivates*
- *Fulfil their highest potential*
- *Show respect and care for others*
- *Take an active role in the life of the school and wider community*
- *Understand Armadale's location, culture and history to promote a sense of belonging*
- *Have an understanding and awareness of the wider world*
- *Develop a variety of skills to meet the demands of learning, life and work*
- *Have the confidence, awareness and information needed to help them make positive future life choices*

Contextual Data Analysis and Rationale for 2019/20 SIP

a) Background

The Head Teacher has been in post since 1992. In August 2018 the DHT left temporarily to undertake a secondment. The PT became Acting DHT and an Acting PT was appointed from within the staff. For the past three years numeracy, pupil voice, education for life, learning and work, health and wellbeing and home engagement in learning have been the core features of the school's improvement work. We plan to develop these areas further with additional focus on home/family engagement. The school had a positive validation of its work by West Lothian Council at the end of 2017. The VSE team found the following strengths in the school's work: Confident, caring, articulate and well-mannered pupils who are eager to learn, children who understand, value and celebrate diversity and challenge discrimination, staff who feel valued and included in the improvement process and staff who are very well supported by the senior leadership team. The team also found strong, positive relationships between staff, children, parents and partner agencies as well as a culture where children are supported to reach their goals and know how to seek support if needed. Finally, it was stated that the Head Teacher and leadership team have a clear strategic overview of children's progress.

b) Data

Our data shows that overall, attainment in literacy and numeracy is good. By the end of P1, almost all children are on track to attain the appropriate CfE level in Maths with most on track to do so in Reading, Writing, Listening/Talking and Numeracy. By the end of P4 almost all children are on track to attain the appropriate CfE level in Reading, Listening and Talking, Numeracy and Maths with most on track to do so in Writing. By the end of P7 almost all children are on track to achieve the appropriate CfE level in Reading and Writing with most on track to do so in Numeracy and Maths. During the VSE, it was agreed that there is particular scope to further improve pace and challenge at all levels. There should also be more opportunities to fully involve learners in planning and leading their learning.

c) 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 lack of parental literacy/numeracy, ASD, adverse early life experiences and ongoing family issues which have an impact on their aspirations for learning. Our target groups are identified children who experience barriers in literacy and numeracy, as well as all identified children requiring support to maintain high levels of attendance and good time-keeping. Attachment difficulties have had a significant impact on the attainment of a small number of children in a few classes. So, we also focus on a group of identified pupils where learning is disrupted through poor self-esteem, lack of motivation or ambition and poor personal relationships. This is done through a heavy emphasis and investment in Nurture. Rigorous analysis of our teacher judgement data has identified a significant gap between the attainment in literacy and numeracy of pupils who are in Deciles 1-3, Free School Meal children and those that are in Deciles 4-10. However, recent figures demonstrate a significant improvement in these groups' attainment since the introduction of Pupil Equity Funding with a narrowing of the gap. Although we do not have very large numbers of families in Deciles 1, 2 and 3, we have significant numbers in Decile 4. Our percentage in this category is far higher than the West Lothian percentage. This means that we have a significant number of pupils in Quintiles 1 and 2. Analysis shows a smaller gap between this groups' attainment and the attainment of Quintiles 3 to 5 and this is also narrowing. On average 12% of pupils across school are "not on track" (Teacher Professional Judgement) for literacy and numeracy attainment). When pupils in Deciles 1-3 and Free School Meals are considered separately this figure is closer to 29%. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, focus and concentration and vocabulary are all contributing factors

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

We propose to focus more closely on parental engagement and family learning to engage and support identified children and families on improving attainment, attendance levels, time-keeping, health and wellbeing. To support this we shall employ an experienced Family Support Worker for one day per week. Individual targets for children will be set in consultation with parents and monitored on a weekly basis. Pupil Support Workers (PSW) will be retained to provide focused literacy and numeracy interventions where the highest level of intervention is required. There will be continued focus on small target groups of identified children who are in Deciles 1-3 and/or have Free School Meal entitlement. These targeted interventions will be focused on improving the attainment in literacy and/or numeracy with identified children. This will involve support for learning work, Nurture interventions, targeted supports in partnership with class teachers and also additional supports such as life skills and outdoor learning to help them to overcome barriers to learning and raise their aspirations for what they are able to achieve. We expect to see an increase in pupil attainment and decrease in off-task behaviours which disrupt learning. For ASD pupils we expect to see a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs.

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>
<p>Raising attainment for all, particularly in literacy and numeracy: Deliver high quality learning, teaching and assessment leading to progression and improved levels of attainment in Literacy and Numeracy</p> <p>All pupils will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning</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 Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<p>Further develop teachers' knowledge in Literacy and Numeracy through high quality Professional Enquiry and CLPL on key approaches e.g. SEAL, Fluent in Five, IDL, early years play pedagogy, Growth Mindsets, planned holistic assessment. Embed Reading policy programme and strategies consistently across all stages and into Quality Improvement programme. Implement and develop identified Writing, Listening and Talking programmes and strategies i.e. Mighty Writer and P.M., in the Early Years and Primary across stages. Introduce a whole school reading challenge and develop Early, First and Second level libraries</p> <p>Implement Numeracy and Maths action plan focusing on use of core resource, shared vocabulary and 'Power Maths' resources and strategies.</p> <p>Improve parental/carer engagement by implementing identified strategies e.g. bank of helpers, open afternoons (PATPALs), sharing the learning leaflets, drop-in breakfasts, nurture and café conversations to showcase learning and share the learning of Numeracy and Literacy.</p> <p>Implement revised raising attainment model to provide educational framework relevant to needs and abilities of all pupils, allowing access to curriculum for all.</p> <p>Fully implement pupil profiling at all stages</p> <p>Liaise with development post holders at Authority and RIC level to support core curricular areas</p>	<p>SLT CTs PSWs</p> <p>Literacy Group</p> <p>Dev. Post Holders</p> <p>SLT</p> <p>SLT CTs</p> <p>CTs Dev. Post Holders</p>	<p>All teachers and classroom assistants will have a shared understanding of key approaches to the learning and teaching of numeracy and literacy.</p> <p>All learners will experience high quality progressive learning, teaching and assessment approaches which are rigorously monitored and tracked to ensure challenge and support for all.</p> <p>All teachers will extend their range of writing opportunities to promote children as writers. Almost all learning experiences (over 90%) are evaluated as good or above.</p> <p>Almost all pupils, through focus groups, will feedback positively about their learning in Literacy and Numeracy including reading initiatives and culture.</p> <p>All pupils and families will engage positively with the profiling process as reflected by data from pupil surveys.</p> <p>Almost all parents will feedback positively about parental engagement and family learning mechanisms.</p>
<p>Closing the attainment gap between the most and least advantaged children: Through targeted interventions including family engagement mechanisms, increase attainment of pupils in Deciles 1-3 by further 5% in Literacy and Numeracy.</p> <p>Through targeted interventions, including family engagement mechanisms, increase and sustain attendance and punctuality for pupils in Deciles 1-3 and other identified pupils to above 93%.</p> <p>GIRFEC analysis show 10%+ increase in positive (green) evaluations reported by identified young people Also, parents' and staff evaluations in relation to above children.</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 Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<p>Provide planned and targeted support/challenge in literacy, numeracy and HWB to identified pupils and families (PEF)</p> <p>Support identified children's social and emotional development through 'Growth Mindset' and 'Building Resilience' and family support to help raise their attainment and build confidence.</p> <p>Deliver '5 Minute Boxes', 'Speech and Language Link', 'Toe by Toe, activities to identified children to help raise attainment.</p> <p>Implement and evaluate <u>Punctuality Attendance Welcome Statement</u> interventions for identified pupils and families.</p> <p>Rigorously monitor and track progress of identified pupils using existing mechanisms and new tracking spreadsheet and cycle.</p> <p>Implement PEF driver diagram on parental engagement and family learning and employ Family Support Worker (one day per week)</p> <p>Deliver PPP programme Positive Parenting programme to identified families</p>	<p>Nurture Staff</p> <p>PSWs</p> <p>SLT</p> <p>SLT</p> <p>Family Support Worker</p>	<p>Barriers to learning will be identified and addressed for identified learners through effective tracking and monitoring systems and appropriate support/challenge offered.</p> <p>Targets will be achieved in CfE levels - 5% improvement on previous levels.</p> <p>Targets will be achieved in attendance and punctuality 5% improvement on previous levels</p> <p>GIRFEC targets will be achieved</p> <p>Full engagement of identified families in PPP programme</p>

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>
<p>Improvement in all children and young people's wellbeing: Support the health and wellbeing of all pupils and staff through the introduction of shared programme and language of "Jigsaw" with increased focus on mental and emotional health</p> <p>All children receive regular, well-planned learning in HWB. Learning opportunities provide appropriate progression in skills and high quality learning experiences.</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 Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<p>Undertake analysis with all stakeholders to identify impact of interventions to date and required interventions / partnerships</p> <p>Implement wellbeing self-assessment action plan led by development post holder and priority group</p> <p>Introduction and implementation of "Jigsaw" programme to support whole-school nurture programme and ethos.</p> <p>Develop shared understanding of high quality learning, teaching and assessment experiences in HWB Implement and evaluate approaches.</p> <p>Further develop flexible, progressive frameworks for HWB from Early to Second Level linked to revised and streamlined school values. Implement Action Plan / driver diagram led by Dev. Post holder and priority group.</p> <p>Continue to develop and deliver 'Growth Mindset' and 'Building Resilience' programme of work within the school and nurture setting</p> <p>Improve parental/carer engagement by holding support sessions for parents of identified children e.g. emotional literacy and resilience.</p> <p>Develop HWB CLPL based on all of above and staff needs</p> <p>Individual PRD targets are focused on pedagogical practice – put at bottom of every section</p>	<p>SLT Dev. Post Holder</p> <p>CTs</p> <p>SLT CTs Dev. Post Holder</p> <p>Dev. Post Holder</p> <p>Priority Group</p> <p>SLT</p> <p>Nurture Staff</p>	<p>Almost all HWB learning experiences (over 90%) are evaluated as good or above. GIRFEC analysis show 10%+ increase in positive (green) evaluations reported by young people, parents and staff. QI and tracking mechanisms show that learners are more equipped with the emotional tools and strategies to overcome emotional difficulties - increased engagement in learning and increased attainment.</p> <p>Incident reporting records show reduction in number of concerns being brought to SLT and that staff are more equipped to support children to identify emotions and deal with challenging feelings.</p> <p>School is awarded Sports Scotland Gold status award.</p> <p>Monthly reports show increase in number of pupils with full attendance and no late-coming</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people: Achievement programme provides all children with opportunities to develop skills for life and work and promotes family learning.</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 Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<p>Implement fully the revised wider achievement programme to ensure equity of experience.</p> <p>Build on "Careers Fayre" model to include more pupils and focus on challenging gender stereotyping.</p> <p>Further develop pupil leadership.</p> <p>Further develop business links.</p> <p>Improve parental/carer engagement by implementation of Family Learning Together Project</p> <p>Resource each STEAM topic appropriately for each stage</p> <p>Develop STEAM bags that can be sent home and shared with parents/carers</p> <p>Hold another STEAM Fayre</p> <p>Establish after-school STEAM club</p> <p>Further embed the Science and Technology Progression Pathways</p> <p>Implement fully West Lothian "Developing the Young Workforce" (DYW) strategies</p> <p>Provide ongoing and appropriate staff training</p>	<p>Collaboration with Academy and use of senior pupils</p> <p>Dev. Post Holder</p> <p>CTs SLT</p>	<p>Departmental and whole school surveys and focus groups will highlight an increasing awareness and use of links between skills, subjects and future career pathways</p> <p>School will be awarded the Science Quality Mark</p> <p>Greater parental involvement in Careers Fayre and parental buddy programmes</p> <p>Sustained level of input from FE colleges</p>