



SCHOOL IMPROVEMENT PLAN

2021 / 2022

Factors Influencing the Improvement Plan

School Factors

New Acting Head Teacher recently joining the school

Responding to potential loss of learning and routines experienced in School closure period

Responding to, implementing and working within Covid-19 restrictions, guidelines and risk assessments

Potential for increased staff absence

Addressing Action Points identified in school's Self Evaluation procedures

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Flexible early learning and childcare implementation

P7 transition mainly to another authority, WCCHS and BCHS Cluster Plans

West Lothian Recovery Plans – Literacy, Numeracy and Health and Well-Being

West Lothian Anti - Bullying Policy

West Lothian Positive Relationships Policy

1 Plus 2 Languages National Implementation

Building Resilience Programme, RHSP online resource to provide progressing HWB experiences, Introduction of Rights Respecting Schools & United Nations Convention on the Rights of the Child

Scotland's Vision 2030 *Learning for Sustainability Report*, UNESCO Education for Sustainable Development Goals

School Leadership - 2 class teacher participants in teacher leadership programme in conjunction with West Calder High School

Local Authority Factors

Moving Forward in Your Learning Guidance – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework, Agile Learning, Primary Groups -Autonomy, Skills, Curriculum, Digital,

Literacy and Numeracy West Lothian Priorities, HWB Recovery Maps

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 Funding/Resources/Nurture Allocation

Pedagogy Team

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? 4th Edition and How Good is Our Early Learning and Childcare?

National Standard for ELC

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence Refresh

Developing Scotland's Young Workforce

Realising the Ambition

Child Protection Procedures

GTCS professional standards and professional update 2021





Vision Statement:

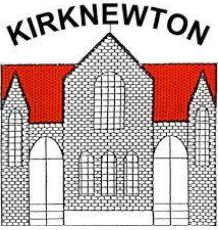
At Kirknewton Primary School and Nursery positive relationships are at the heart of our school community; nurturing learning, achievement and happiness.

Our shared values

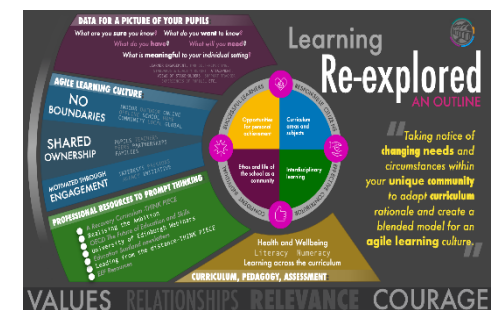
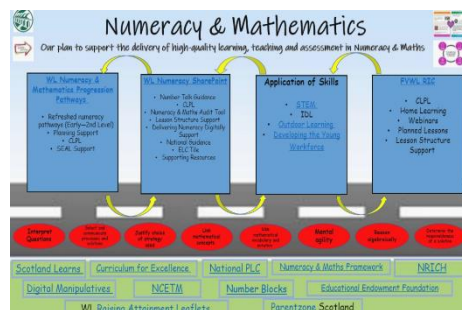
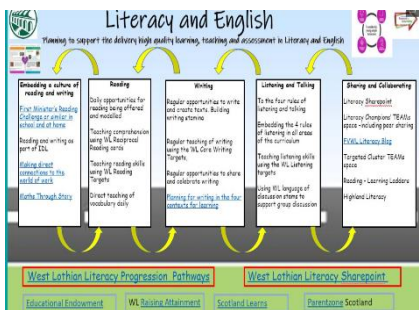
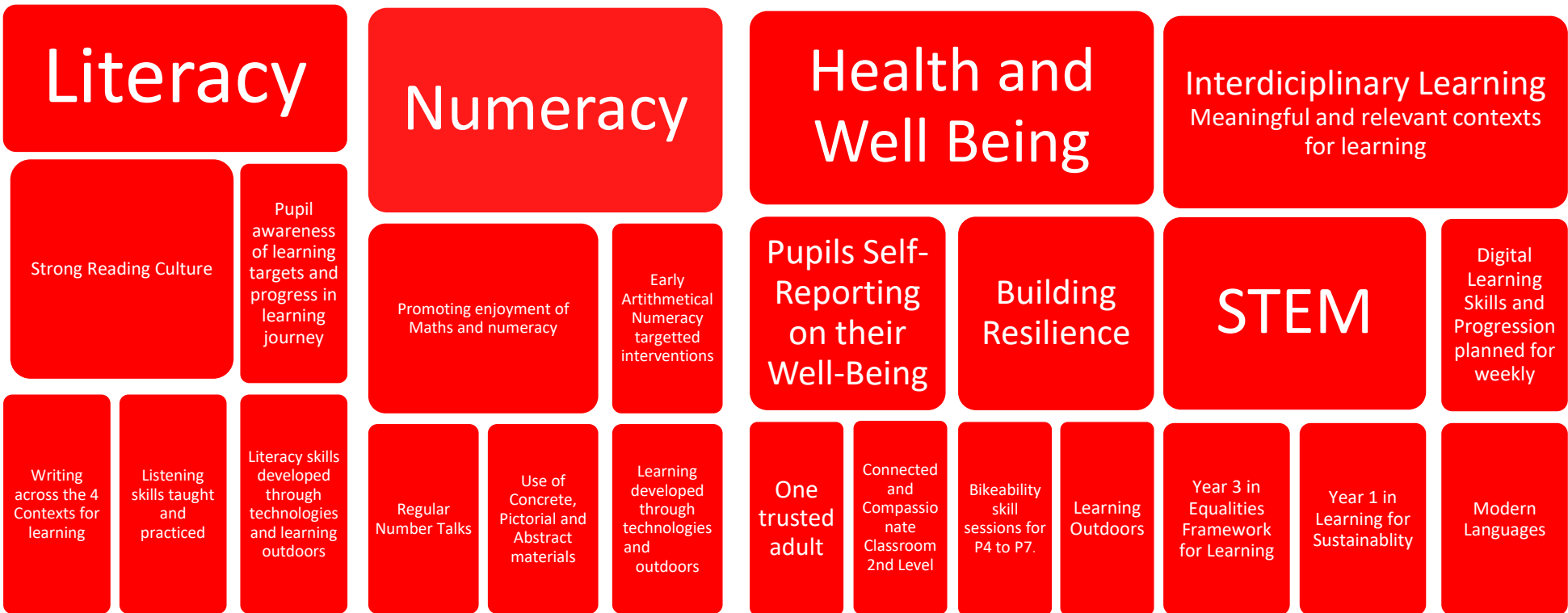
Relationships
Life-Long Learning
Creativity

Our school and nursery aims are:

- To build **resilience** across our school community ensuring our children develop their mental, emotional, social and physical health and well-being now and in the future.
- To value and develop **respect** for our own selves, our communities and our world.
- To promote **creativity** through curiosity, open-mindedness, imagination and problem-solving skills developed in high quality learning experiences and play opportunities.
- To **include** and value the contributions of every member of our school community, providing support to ensure equity for all learners.
- To be an enthusiastic, life-long **learning** community, working together to realise our potential and achieve success



Kirknewton Primary School Curriculum Rationale



Contextual Data Analysis and Rationale for 2021/22 School Improvement Plan (maximum one side A4)

Background

The pupil roll at Kirknewton Primary School continues to increase, meaning that next session we will move from 7 to 8 classes, one of which will be a composite P1/2. The Acting Head Teacher was appointed in April 2021. The Principal Teacher was appointed in April 2019 following a time in school as a class teacher. The Principal Teacher leads Support for Learning and meeting the needs of learners with additional support needs. There are 12 teachers in the school who deliver class teaching and non-contact time. The school has a nursery which has offered full day provision for a year, and is open for 50 weeks of the year, with full day provision and 3 different options available for families. The nursery is line managed by the Head Teacher and during school closure times, the Early Years Area Support Manager line manages the nursery. During the period of school closures, the school has focused on recovery planning for our children, to reduce the impact of this event. The focus last session was on Health and Wellbeing, Literacy, Numeracy and Interdisciplinary Learning.

Data

Data shows that overall attainment in Literacy and Numeracy continues to improve and is very good across almost all stage of the school. Gaps have been identified in P1, P4 and P5 and this will inform support allocations and interventions next session.

By the end of P1, most children attained the appropriate CfE levels in Listening and Talking, Reading and Writing. Within Numeracy almost all children achieved early level by the end of P1. Our Scottish National Standardised Assessments (SNSA) at this stage are reflective of the Curriculum for Excellence levels above.

By the end of P4 most children achieved the appropriate curriculum for excellence level in Listening and Talking, Reading and Writing. Within Numeracy almost all children achieved first level by the end of P4. Our Scottish National Standardised Assessments (SNSA) at this stage inform a focused approach to continuing to raise attainment within reading, writing and numeracy and maths.

By the end of P7 almost all pupils achieved the appropriate curriculum level in Listening and Talking, Reading and Writing. Within Numeracy most children achieved second level by the end of P7. Our Scottish National Standardised Assessments (SNSA) at this stage are reflective of the Curriculum for Excellence levels above.

Our recent self-evaluation procedures identify that the school should continue to offer robust interventions and a range of supports to ensure our most vulnerable learners achieve the appropriate curriculum levels. Through continually reviewing pupil progress and the allocation of supports and intervention, whilst measuring the success of these most of our disadvantaged pupils will achieve the expected curriculum level and our attainment gaps will narrow.

Our assessment data demonstrates that we need to address any attainment gaps in Literacy and Numeracy through a structured approach to raising attainment.

Our pupils continue to self-report with confidence across the Health and Wellbeing Indicators. Almost all of our children report green and amber, indicating sound well-being at that point. Children who self-report as red against an indicator are well supported through the One Trusted Adult Approach. We will continue to develop further opportunities for our pupils to self-report during the course of next session.

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

Our universal priorities are to ensure a consistent approach to classroom practice in learning, teaching and assessment throughout all classes and involving all staff members. We will focus on raising attainment in Literacy by improving our approaches to the teaching of writing skills. Numeracy attainment will be raised universally through a continued focus on number functions at all levels and mental agility at all levels. We will be sharing a numeracy and maths Depute Head Teacher with the West Calder Cluster to support the development of numeracy and maths attainment from the nursery class to P7 and beyond.

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

To close our attainment gap, we will continue to focus on the Literacy and Numeracy skills of our pupils who are experiencing inequality with direct support delivered by class teachers and pupil support staff in core Literacy and numeracy skills. Those classes with high numbers of pupils experiencing barriers to their learning will benefit from additional support from the numeracy and maths and literacy leads. They will also benefit from additional Pupil Support Worker time to focus on targeted interventions with individual pupils.

Kirknewton Primary School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery <ul style="list-style-type: none"> • Building on available data (including CfE levels) outline proposed actions to support and challenge all learners? • How will it inform your Refreshed curriculum rationale? • How will Glow and Seesaw as platforms support? • How will an Agile approach to support all learners? 	Timescale	Measures of Success (How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures)
<p>Improvement in all children and young people's wellbeing:</p> <p>All learners and staff will experience a curriculum which is underpinned by the West Lothian Council principles of Agility, Relationships, Relevance and Courage.</p> <p>Staff will systematically and confidently implement our curriculum approaches to supporting health and wellbeing in pupils.</p> <p>Pupils will regularly and confidently use our approaches to health and wellbeing to support their wellbeing, increasing their engagement.</p>	<ul style="list-style-type: none"> • Continue to develop confidence of staff and pupils with Building Resilience programme • Continue to develop confidence of staff and pupils with Zones of Regulation • Continue to develop the third year of the equalities programme • Continue to develop confidence in pupils to self-assess against the well-being indicators and staff's ability to analyse the information gathered; using it to impact positively on pupils through One Trusted Adult approach • Focus on staff well-being by building partnership and programmes with The Hive of Wellbeing • Begin accreditation with Rights Respecting Schools, linking recognition boards to the UNCRC • Evaluate impact and initiate changes to the Positive Relationships Policy then share with the wider school community • Update Anti-Bullying Policy, incorporating the views of the school community • Revisit curriculum rationale, updating in line with current national and local policy and in line with the principles of sustainable education • Our nursery will focus on raising awareness within the children and their families of gender equality. 	<p>All class teachers - June 22</p> <p>All class teachers - June 22</p> <p>Teacher Lead/PT - Dec 22</p> <p>All class teachers - June 22</p> <p>PT – June 22</p> <p>PT – June 22</p> <p>All staff members - Dec 22</p> <p>All staff members - Dec 22</p> <p>All class teachers - June 22</p> <p>All staff – June 22</p>	<ul style="list-style-type: none"> • 90% of children will be able to use our approaches to wellbeing to talk with maturity and understanding about their own wellbeing (Wellbeing trackers and One Trusted Adult Conversations) • Feedback from pupil focus groups (every term) will show an improved understanding of emotional wellbeing • Staff questionnaires will report an increase in their feelings of wellbeing • Staff and randomly selected pupils will complete questionnaires every term, demonstrating an improved understanding of the following and the impact on them: <ul style="list-style-type: none"> - UNCRC - Rights Respecting School - Equalities - School Values • Learning walks and observations will show clear links to UNCRC, RRS, equalities and school values during learning, teaching and assessment • Engagement with parents and carers will show an increased understanding of gender awareness within the nursery environment • Our nursery environment will reflect the principles within key documents • Our nursery children will show a greater understanding of gender equality within the play and vocabulary

<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>All learners will receive consistent, well-planned learning and teaching experience, providing them with appropriate assessment techniques, challenge, differentiation and pace with a particular focus on the quality and consistency of approaches in literacy and numeracy.</p> <p>All children have access to progressive literacy learning experiences which ensure they achieve their full potential.</p> <p>All children have access to progressive numeracy and mathematical learning experiences which ensure they achieve their full potential.</p>	<ul style="list-style-type: none"> • Develop consistency and a shared understanding of high-quality classroom practice and classroom environments, including the transition between nursery and Primary 1 • Continue to develop our writing culture with a structured approach to writing progression, technical skills and engaging experiences through the four contexts for learning • Introduce Reciprocal Reading skills across the school, embedding them through a pupil friendly approach • Develop the use of digital platforms for pupil profiling by developing consistent vocabulary and approach across the school (Initially literacy focused) • Engagement with Numeracy and Maths pedagogy DHT to develop approaches to teaching numeracy and maths both universally and targeted • Continued literacy and numeracy interventions will support groups or individuals identified as off track within their learning • Revisit curriculum rationale, updating in line with current national and local policy and in line with the principles of sustainable education • Early Years Practitioner will focus on ensuring a literacy and numeracy rich environment permeates P1 and P2 and is consistent with approaches within the Nursery setting • Identified pupils within the nursery setting will receive focussed learning experiences which meet their individual abilities 	<p>All class teachers, EYP & EYO - Dec 22</p> <p>Literacy lead - Dec 22</p> <p>Literacy lead - April 22</p> <p>All class teachers - June 22</p> <p>Numeracy lead Ongoing - June 22</p> <p>Literacy and Numeracy Leads Ongoing - June 22</p> <p>All class teachers/EYO & EYP - June 22</p> <p>NN, EYO & EYP Ongoing – June 22</p>	<ul style="list-style-type: none"> • 90% or more observed lessons will demonstrate a consistent approach to pace, challenge, differentiation and assessment, in line with the agreed learning, teaching & assessment policy • Across all stages, above 90% of pupils will attain the expected levels within Curriculum for Excellence • Across the school, a shared understanding of progression within writing will be evident through planning, observation and increased attainment • Feedback from pupils and parents will confirm their understanding of reciprocal reading approaches • Staff and pupil discussions will show a clear understanding of curriculum rationale • Observations, learning walks and discussions will show a consistent approach to literacy and numeracy across the nursery, P1 and P2 setting • Data within the nursery tracker will show increased attainment within literacy and numeracy
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Learners experiencing inequality will be supported through direct interventions and input of our pupil support workers and literacy and numeracy leads.</p>	<ul style="list-style-type: none"> • Circle Assessment, IDL, SEAL, Numicon Recovery, Sandwell Numeracy Assessments, SWRT and SWST assessments and following interventions will be used to support raised attainment for those children identified as experiencing inequality in literacy and numeracy • The Early Years Practitioner will ensure the impact of early level interventions permeate into other areas of learning within literacy and numeracy • Early Years Practitioners will develop a sound understanding of the inequalities our pupils experience, how it impacts on their ability to engage and learn and what we can do to reduce inequalities and their impact 	<p>Support for Learning lead/PSWs/Literacy and Numeracy Leads – Ongoing - June 22</p> <p>Ongoing – June 22</p> <p>Ongoing – June 22</p>	<ul style="list-style-type: none"> • Ongoing tracking and monitoring will show improved attainment within literacy numeracy and health and wellbeing for those targeted groups and individuals • Assessment data from SWRT, SWST and Sandwell Assessments will show raised attainment for all pupils identified as being disadvantaged • Nursery trackers will show an increase in attainment for those pupils experiencing inequality • Staff questionnaires will show a clear understanding of our pupils experience and barriers

<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Learners will experience a curriculum which promotes engagement and is rich in opportunities to develop creativity skills.</p> <p>Learners will further develop their digital literacy skills, enhancing their skills for life, learning and work and opportunities for creativity.</p> <p>Learners will begin to experience Spanish as a culture and language.</p> <p>The school and nursery will begin to engage with sustainable learning with a focus on developing the following:</p> <ul style="list-style-type: none"> • Climate Change • Life below water • Life on land <p>Learners will experience creativity opportunities through whole school STEM topics.</p>	<ul style="list-style-type: none"> • Curriculum will be refreshed to reflect increased opportunities for skills for life, learning and work, sustainable education across the 4 Contexts for Learning (IDL, Wider Life and Ethos of the School, Opportunities for Personal Achievement and Curriculum Areas and Subjects) and opportunities for digital skills to be taught and practiced • Digital skills progression and action plan for 21/22 to be developed to ensure ongoing access to digital skills for life, learning and work continue to be built upon • Play based approaches in P1 will be enhanced, in line with the nursery and play based pedagogy, to ensure smooth transitions and no loss of learning between the settings. • Staff training will be delivered on Spanish and a refresher delivered of the approaches for French by our language leads, authority language leads and secondary colleagues • A whole school Spanish event will be held to launch our Spanish curriculum • P6/P7 pupils will engage in lesson with the 1+2 teacher from WCHS • Sustainability leads will attend the sustainability conference and share learning with whole school staff • In line with COP26, the whole school will have a focused event on sustainable learning • Sustainable Learning will begin to permeate all aspects of learning and life within the school and nursery • Within the planned learning Sway shared with parents and carers, links will be made to sustainable learning • Focused groups across the school and nursery will work with our STEM lead 	<p>All class teachers - June 21</p> <p>Digital technology leads - Dec 21</p> <p>EYO, P1 teachers & EYP Ongoing - June 22</p> <p>1 + 2 Leads – June 22</p> <p>Sustainability Leads Ongoing – June 22</p> <p>STEM Lead Ongoing – June 22</p>	<ul style="list-style-type: none"> • Pupil focus groups will show an increased understanding of skills for life, learning and work • Staff and pupil questionnaires will show an increased understanding of digital skills across all stages of the school • Use of the newly created digital progression will be evident across the school • Staff questionnaires will show increased confidence in using resources and delivering French and Spanish lessons • Learning and teaching observations will show clear links to sustainability • Feedback from pupil focus groups will show an increased awareness of the principles of sustainability

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)</i>	What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2022? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> <i>• new and existing performance data and other quantitative and qualitative information that will be required</i> <i>• plans for how data will be collected and reported)</i>
<p>Literacy Progress made towards the expected level within literacy, specifically writing, across the school.</p> <p>Improved identification of initial letter sounds and two letter phonemes, for identified pupils.</p> <p>Increased use of high frequency words, correctly, within a variety of contexts, for identified pupils.</p> <p>Improved listening and talking skills for identified pupils.</p>	<p>Pupil Support staff implementing the following resources for identified pupils:</p> <ul style="list-style-type: none"> • PSW/1:1 support for interventions • IDL • Five Minute Box • Code Cracker S • Speed Action Words • Toe by Toe • Teaching Children to Listen <p>Literacy lead and Principal Teacher implementing the following resource for identified pupils and classes:</p> <ul style="list-style-type: none"> • PM Writing (Universal) 	<ul style="list-style-type: none"> • 3% improvement in attainment data within reading, writing and listening & talking at all stages • Identified pupils show increased understanding of initial letter sounds, two letter phonemes and decoding skills • Identified pupils observed having improved listening skills and engagement within the classroom setting • Identified pupils progressed towards expected level within literacy • June 2022 	<ul style="list-style-type: none"> • Data collected from CfE levels, SNSA (where appropriate), SWRT, SWST, class assessments and questioning – showing improved attainment data for PEF pupils • Pre and post assessments (every 6 weeks) – showing an improvement in knowledge and understanding • Observations in class - showing an improvement in knowledge and understanding • Assessment of class work - showing an improvement in knowledge and understanding • Dialogue with individual pupils - showing an improvement in knowledge, understanding and confidence • Professional dialogue at Excellence and Equity meetings - showing an improvement in attainment • Evaluation of IEPs (where appropriate) - showing an improvement in knowledge, understanding and confidence • Evaluation of CPMs (where appropriate) - showing an improvement in knowledge, understanding and confidence
<p>Numeracy Progress made towards the expected level within numeracy and maths, for identified pupils.</p> <p>Improved understanding of the fundamental aspects of numeracy, for identified pupils.</p>	<p>Pupil Support staff implementing the following resources for identified pupils:</p> <ul style="list-style-type: none"> • PSW 1:1 support/interventions • SEAL • Numicon Intervention <p>Numeracy lead and Nursery implementing the following resource:</p> <ul style="list-style-type: none"> • Maths Through Stories (Universal) 	<ul style="list-style-type: none"> • 3% improvement in attainment data within numeracy at all stages. • Identified pupils show increased understanding of number and number process within numeracy. • Identified pupils observed having improved engagement within numeracy and maths • Identified pupils progressed towards expected level within numeracy • June 2022 	<ul style="list-style-type: none"> • Data collected from CfE levels, SNSA (where appropriate), Sandwell Numeracy Assessment, SEAL Assessment, class assessments and questioning – showing improved attainment data for PEF pupils • <i>See above for other measures</i>
<p>Health and Wellbeing Improved social interactions, for identified pupils.</p> <p>Increased engagement within class, for identified pupils.</p> <p>Improved gross and fine motor skills, for identified pupils.</p> <p>Increased confidence, self-image, self-esteem and engagement, for identified pupils.</p>	<p>Pupil Support staff implementing the following resources for identified pupils:</p> <ul style="list-style-type: none"> • Give Us A Break • Lego Based Therapy Group • Social Skills Group • Ponies for Children/Pet therapy • Drawing Therapy • Ideal Self Drawing • Sensory Circuits <p>Implemented by all class teachers:</p> <ul style="list-style-type: none"> • Circle Resource (Universal) • Cool in School (Universal) • Develop nurturing school approach 	<ul style="list-style-type: none"> • Identified pupils observed engaging more in a classroom setting • Identified pupils observed contributing in class with increased confidence 	<ul style="list-style-type: none"> • Data collected from trackers will show improved self and teacher evaluations against the GIRFEC indicators • Maintained low exclusion rates • Pre and post assessments (every 6 weeks) – showing an improved scoring within the Circle resource, Strengths and Difficulties Questionnaire or Boxhall Profile • Observations in class - showing improved engagement, gross or fine motor skills • Assessment of class work - showing improved engagement • Dialogue with individual pupils - showing improved self-image, self-esteem and confidence • Professional dialogue at Excellence and Equity meetings - showing an improvement in engagement, gross or fine motor skills • Evaluation of IEPs (where appropriate) - showing an improvement in engagement, gross or fine motor skills • Evaluation of CPMs (where appropriate) - showing an improvement in engagement, gross or fine motor skills

