



PARKHEAD PRIMARY SCHOOL IMPROVEMENT PLAN

2019 / 2020



Factors Influencing the Improvement Plan

School Factors

Actions identified in recent VSE (November 2018) and Quality Improvement Day (May 2019)

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

Staffing issues – long and short term absence

A rise in the number of children with additional support needs including social and emotional

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



At Parkhead Primary School are values **INSPIRE** our pupils to

Dream it

Believe it

Achieve it



- I**nclusion
- N**urtured
- S**elf-belief
- P**erseverance
- I**ndividuality
- R**espect
- E**mpathy

Our **PARKHEAD CURRICULUM** has been designed to encourage our Learners to **ACHIEVE** success and develop:

AMBITION	CREATIVITY	HEALTHY MINDSET	INDEPENDENCE	EXCELLENCE	VISIBLE LEARNING	EQUITY
We set high standards for ourselves and all learners. We provide children with opportunities to gain success in a wide range of activities. We challenge our learners, embrace their uniqueness and develop their confidence.	We encourage all of our learners to develop skills and we know that everyone learns in different ways. Creativity helps learners see things in new ways and allows them to let different parts of their personalities shine.	We ignite learning with the power of growth mindset encouraging our learners to believe in themselves, to never give up and to welcome making mistakes as an important part of the learning process	We believe independence can be taught at an early age and create opportunities for children to practise their independence skills. Our learners are encouraged to try things on their own and to develop their confidence whilst doing so.	We strive for excellence and equity in everything we do to ensure every learner has the opportunity to reach their full potential, regardless of their background.	We know that setting goals for ourselves means we can see how hard we worked to achieve these goals. Talking to our learners and giving feedback helps them to set targets and next steps in their learning.	We create learning environments in which all children can have a fair chance to succeed. We strive to deliver a curriculum which provides equity of opportunity and enables us to maximise the successes and achievements of our learners.

Contextual Data Analysis and Rationale for 2019/20 SIP

a) Background

The HT was appointed in August 2017 alongside a new Principal Teacher from outwith the authority. The substantive Depute Head Teacher was seconded out and replaced by an Acting Depute Head Teacher in June 2018.

For the past two years numeracy, visible learning and developing our school 'community' have been the core features of the school's improvement work. The school had a validation of its work by West Lothian Council in November 2018 and a Quality Improvement Day in May 2019. The VSE team found the following strengths in the school's work; An ethos and culture of inclusion, participation and positive relationships is evident. As a result children, staff and stakeholders feel valued and respected; Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community. Pupils have a strong voice and contribute enthusiastically to bringing about change in their school.

b) Data

Our data shows that reading and writing continue to be areas in which our children are underperforming and these areas will continue to be the focus of our School Improvement. According to our Teacher Professional Judgement, on average 22% of pupils across school are 'not on track' for reading, 23% of pupils are 'not on track' for writing and 19% are not on track for numeracy. We will continue to embed various evidence-based approaches into our pedagogy and practice. These include play based learning, visible learning, pupil target setting and creating a balanced reader and writer.

We have a number of children across the school where barriers to learning are caused by poor pupil mental health. Attachment difficulties have had a significant impact on the attainment of a number of children in a few classes as learning has been disrupted through inappropriate behaviour. We propose to develop a school wide nurturing schools approach based on the Pivotal Education Restorative approaches training. We also plan to train staff in mindfulness and restorative approaches and to develop reflective reading along with the rest of the cluster. We expect to see an increase in pupil engagement and a decrease in disruptive behaviour.

Analysis of our Excellence & Equity Data shows us that lack of confidence and resilience; mental wellbeing, retention of information; focus & concentration are all contributing factors in our attainment. We propose to employ a part-time teacher to allow the current Principal Teacher to be non-class committed and a PSW. The PT and PSW will focus on small target groups of identified children in Quintile 1 and 2. These targeting interventions will be focused on improving the attainment in literacy, numeracy and health and wellbeing. This will involve Support for Learning work, individual programmes, targeted supports in partnership with the class teachers and also additional supports through life skills such as outdoor learning to develop resilience.

Overall School Attainment - % of pupils on track – June 2019

<u>Year</u>	<u>Roll</u>	<u>Reading</u>	<u>Writing</u>	<u>List & Talk</u>	<u>Numeracy</u>
P1	44	73%	52%	86%	84%
P2	38	82%	76%	82%	71%
P3	38	87%	79%	97%	84%
P4	46	78%	78%	89%	85%
P5	43	86%	86%	76%	88%
P6	55	75%	67%	84%	73%
P7	46	76%	78%	79%	83%

% of Identified Group (PEF) on track to achieve expected level – June 2019

Year Group	No of Identified Children (Quintile 1)	% on track Reading	% on track Writing	% on track L & T	% on track Numeracy
P1	4	75%	75%	75%	100%
P2	4	50%	50%	75%	50%
P3	3	67%	33%	100%	67%
P4	6	67%	67%	83%	67%
P5	4	100%	100%	75%	100%
P6	3	33%	33%	67%	33%
P7	11	55%	55%	55%	64%

c) What are our universal priorities and what is our ‘gap’? Who are our target groups and their barriers to learning?

Attainment in writing is lower than other curriculum areas. A number of our identified children experience gaps due to ASD, early life experiences and ongoing family issues which have an impact on their aspirations for learning. Our target groups will be for identified children who experience barriers in literacy and numeracy. Attachment difficulties have had a significant impact on the attainment of a small number of children in a few classes. Further analysis of our teacher judgement data shows that there is a gap between the attainment in literacy and numeracy of pupils who are in Quintile 1 and those that are in Quintile 2-5. 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

Pupil Support Workers (PSWs) will provide focused literacy and numeracy interventions across the school for identified children where the highest level of intervention is required. The PT and (PSW) will focus on small target groups of identified children who are in Quintile 1. This will involve support for learning work, 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.

Literacy - To provide targeted support, predominantly in small group contexts with a specific focus on early intervention and writing. Individuals will require additional support with reading, spelling, listening and talking and vocabulary development. Highly effective teaching staff will research what works, will plan learning experiences in a variety of engaging contexts, will identify additional resources and will gather a range of evidence to monitor progress. Staff will work in partnership with parents to identify approaches to support family learning

Numeracy - To provide individual maths recovery using trained teaching staff and PSWs. Maths recovery and SEAL strategies will be adapted to suit a small group context. Additional teaching staff/PSWs and the introduction of a group approach to maths recovery will enable numbers to be increased. Highly effective teaching staff will research what works, will plan learning experiences in a variety of engaging contexts, will identify additional resources and will gather a range of evidence to monitor progress. Staff will work in partnership with parents to identify approaches to support family learning

Health and Wellbeing - A nurturing approach will be used to support individuals and address barriers to learning. Developing increased resilience will be a key focus. Highly effective teaching staff will research what works, will plan learning experiences in a variety of engaging contexts, will identify additional resources and will gather a range of evidence to monitor progress. Staff will work in partnership with parents to identify approaches to support family learning.

Parkhead Primary School - 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 <i>(note any external supports e.g. Cluster, authority, RIC etc.)</i>	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p><u>Raising attainment for all, particularly in literacy and numeracy:</u> Attainment will be raised through curriculum development in Literacy & Numeracy</p> <p>Consistent approaches to learning, teaching and assessment will ensure high quality learning experiences for all, and raised attainment.</p> <p>Increased practitioner knowledge of pedagogical approaches to literacy and numeracy will address barriers to learning and improve attainment</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	<ul style="list-style-type: none"> • Implement literacy Action Plan led by Literacy Champion • Implement Numeracy Action Plan led by Literacy Champion • Further embed the principles of active literacy to improve attainment in reading, writing and spelling • Further embed effective pedagogy in the teaching of number through SEAL and Number talks to improve attainment in maths and numeracy • Continue to ensure rigorous quality assurance procedures are in place to evaluate improvements and inform future priorities 	<p>June 2020</p>	<ul style="list-style-type: none"> • At least 80% of observed lessons are good or above across literacy and numeracy lessons • Increase in attainment in Literacy & Numeracy from prior levels of for all pupils. <p>Quality Assurance:</p> <ul style="list-style-type: none"> • Forward Planning • Observations • Pupil focus groups • PLC dialogue • Excellence & Equity Meetings
<p><u>Closing the attainment gap between the most and least advantaged children:</u> Through targeted interventions 60% of our children in Quintile 1 at P4 & P7 are achieving appropriate levels in writing</p> <p>Through targeted interventions 60% of our children in Quintile 1 at P2 & P7 are achieving appropriate levels in reading</p> <p>Through targeted interventions 60% of our children in Quintile 1 at P3 & P7 are achieving appropriate levels in numeracy</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> • Implement PEF Numeracy Action Plan focusing on use of Maths Recovery approaches with identified groups led by Numeracy PEF PSW lead • Implement PEF Literacy Action Plan focusing on use of PM reading & Writing with identified groups led by Literacy PEF PSW lead – targeting children with identified reading gap of more than one year • Implement PEF H&W/B Action Plan focusing on use of Developing Resilience with identified groups led by Literacy PEF PSW lead 	<p>June 2020</p>	<ul style="list-style-type: none"> • Baseline assessments using Renfrew word finding vocabulary test, POLAAR, Language link, SEAL assessments, Maths recovery • QI procedures (observations, plans, learning walks, displays, pupil conversations) • Confidence impact surveys (GMWP) show 30% increase in confidence reported by young people and parents/carers
<p><u>Improvement in all children and young people's wellbeing:</u> Children and feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives using the wellbeing indicators</p> <p>Children will demonstrate increased resilience through motivation in their approach to new learning, willingness to learn from mistakes, engagement in challenging learning and ability to cope with adversity/disappointment</p> <p>Staff to engage in CLPL to further develop understanding of the impact of adverse childhood experiences (ACEs)</p>	<input type="checkbox"/> School Improvement <input 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 type="checkbox"/> Performance Information	<ul style="list-style-type: none"> • Implement H & W/B Action Plan led by Health & Wellbeing Champion • Analysis undertaken with all stakeholders to identify required interventions / partnerships required • All staff to further develop knowledge and understanding of restorative approaches and the impact of ACEs on children. • Continue to focus on promoting a climate where children feel safe, secure and valued. 	<p>June 2020</p>	<ul style="list-style-type: none"> • Wellbeing wheel with pupils in September and May • QI procedures (observations, plans, learning walks, displays, pupil conversations) • Parental feedback and evaluations • PRD and professional dialogue • Tracking and monitoring evidence • Glasgow Wellbeing Profile feedback • Resource based assessments eg Ice Pack • Boxall profiles
<p><u>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</u> To increase opportunities for all pupils to develop transferable skills across learning will enable them to be better prepared for the world of work</p>	<input type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> • Implement DYW Action Plan led by Community Learning Group (Skills Squad) • Enhance opportunities for creativity and innovation through interdisciplinary learning and partnership working to allow pupils to demonstrate skills across the four contexts of learning 	<p>June 2020</p>	<ul style="list-style-type: none"> • Departmental and whole school surveys and focus groups highlight an increasing awareness and use of links between skills, subjects and future career pathways • Community Learning Group Action Plans

