

POLKEMMET PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN



2024 / 2025



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

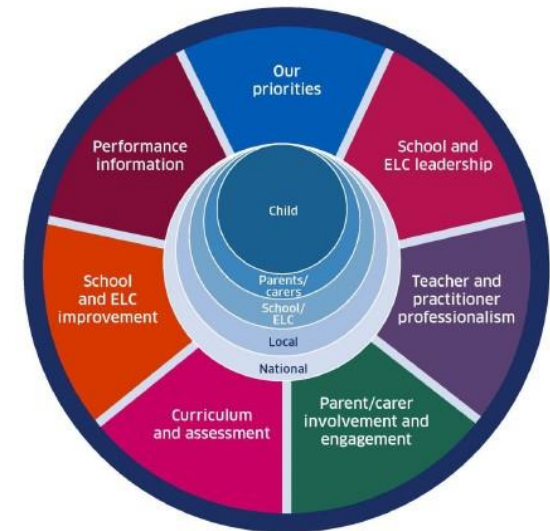
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
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 allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
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
Presumption to provide education in a mainstream setting 2019
Support for Learning: All our Children and All their Potential (ASL Review) 2020



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OUR VISION

1



To provide a positive learning environment that is **SAFE, NURTURING** and **CHILD CENTRED**
A school community that: **INSPIRES, INVOLVES, CHALLENGES** and **EMPOWERS** learners to-

'Be all you can be - Proud to be Polkemet.'

OUR VALUES

2



ACHIEVING
RESPECT
FRIENDSHIP
ACTIVE
SAFE

OUR AIMS

3



Four foundations of agile learning: **COURAGE, RELATIONSHIPS, VALUES** and **RELEVANCE** in all that we do.
Provide **INSPIRING** learning environments and high-quality learning experiences
Forming **SUPPORTIVE RELATIONSHIPS** within our immediate and wider school community
Fostering a love of **LIFELONG LEARNING** amongst our children, families and staff

OUR SCHOOL CHARTER

BE READY
BE RESPECTFUL
BE SAFE



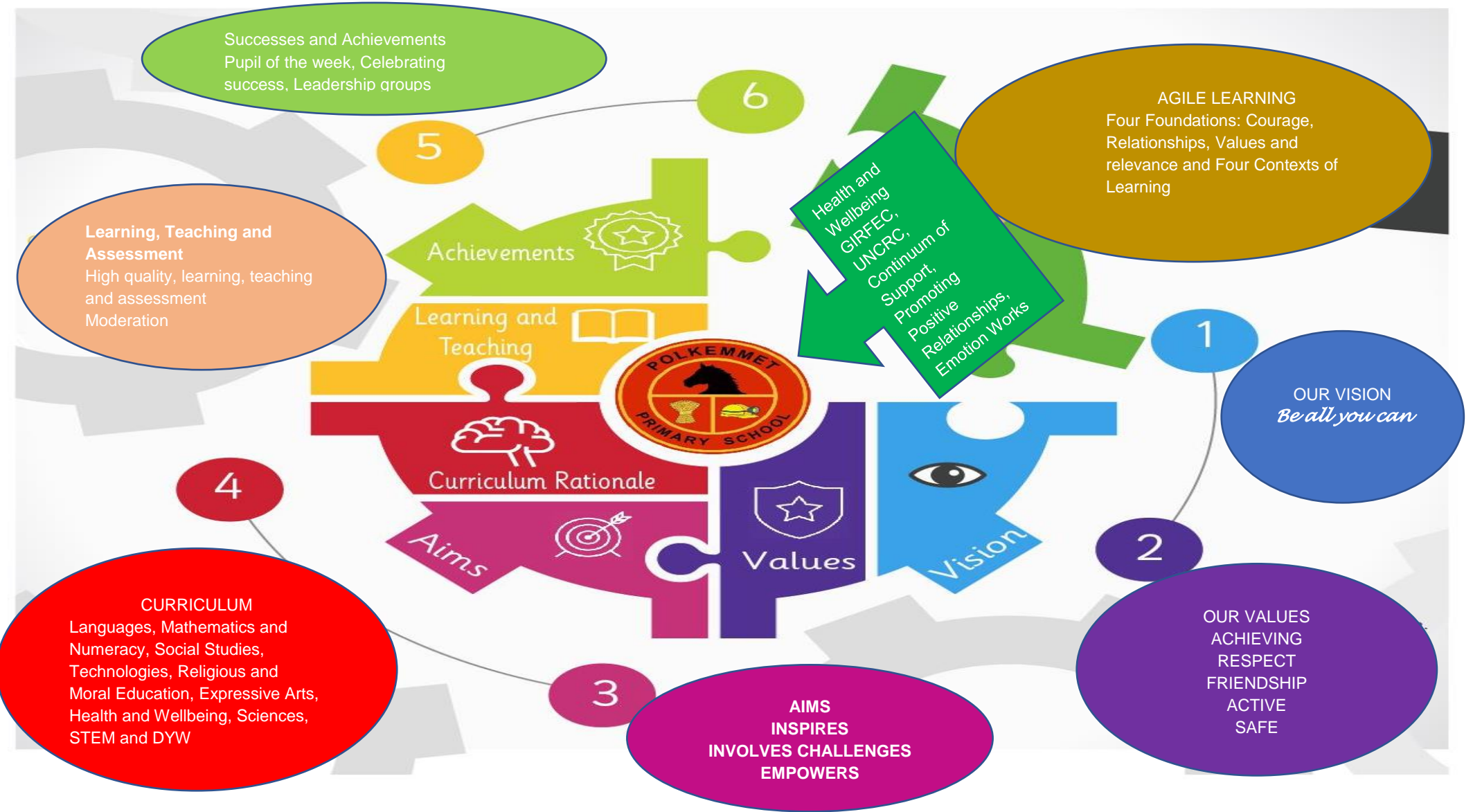
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We believe that our aspirational goals are achieved through people and interactions, curriculum opportunities, community support and interventions and high quality learning, teaching and assessment underpinned by the four foundations of agile learning: **Courage, Relationships, Values, Relevance through 4 contexts of learning.**



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Contextual Data Analysis and Rationale for 2023/2024 SIP

School Context: Polkemmet Primary School is situated in an area of significant multiple deprivation and is part of the Whitburn regeneration development group targeting improvements in life chances for all children and families. Our Free Meal Entitlement for pupils during 2023-2024, Primary 1-7 was 45%. There are currently 8 classes with one part-time Support for Learning teacher, a PEF appointed part-time nurture teacher, a Principal Teacher and a Head Teacher. The school is supported by a team of six Pupil Support Workers who assist pupils across the school. In the nursery there is one Early Years Officer, one after school care support worker, two part-time pupil support workers. One full-time Administrative Assistant and one full-time Clerical Assistant provide clerical and administrative school support.

Health and wellbeing, literacy, numeracy, pupil voice and parental engagement in learning are the core features of the school's improvement work. Our data shows that by the end of P1 the majority of children were on track within CfE levels for listening, talking, reading and writing. Most children were on track for maths and numeracy. By the end of P4 most children achieved the appropriate curriculum for excellence level in listening, talking, reading and writing. Most children were on track for mathematics and numeracy. By the end of P7 the majority of children were on track to achieve the appropriate curriculum for excellence level in listening, talking, reading and writing, and most children were on track for numeracy and mathematics.

Whole school Quintile data - Quintile 1 = 43% Quintile 2= 31% Quintile 3 = 3% Quintile 4 = 23% Quintile 5 = 0%

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

Our target groups will be identified children who experience barriers in literacy and numeracy, as well as all identified children requiring support to maintain high levels of attendance. Multiple ACES have had a significant impact on the attainment of children throughout the school. 43% of our pupils are Quintile 1 and 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, those who are LAAC (Looked After Children – 2%) and those that are in Quintiles 2-4. 68% of pupils across school as of June 2024 are on track for literacy and 75% for numeracy attainment. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, significant periods of absence and late arrivals and significant multi agency interventions has impacted attainment. Approximately 6% of pupils in school have a diagnosis of autism spectrum disorder (ASD), 11% EAL, 4% identified dyslexic and 18% of pupils being monitored. The barriers to learning here are more complex, however there is scope for improving the experience within a highly differentiated and tailored curriculum. Most children report positively about their health and wellbeing and identified individuals and year groups will be provided with additional nurturing intervention to progress and enhance learner's health and wellbeing.

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

We propose to use PEF and devolved funding for additional teaching staff who will cover the following posts: Parental engagement, raising attainment, nurture, cluster Pedagogy DHT literacy and English. Improving attendance and engagement for learning, partnership working with Inclusion and Support Service and community partners to support parental engagement. We will continue to consult with the Speech and Language Therapist to continue implementation and embedding of interventions to address vocabulary development across the school, listening and talking skills and to build capacity in our staff to ensure long-term sustainability of interventions. Pupil Support Workers (PSW) will be employed to provide focussed literacy and numeracy interventions across the school where the highest level of intervention is required. There will also be a strong focus on target groups of identified children who are in Quintile 1, are LAAC or have ASD. These targeted interventions will focus on improving the health and wellbeing of pupils alongside raising attainment in literacy and/or numeracy. This will involve a multi-agency team approach which will include additional supports such as life skills and outdoor learning to help learners to overcome barriers to learning and raise their aspirations for what they are able to achieve. 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. Gender analysis of literacy and numeracy attainment across the school reflects that there is a gap between genders that will be addressed through targeted literacy and numeracy interventions for identified groups of learners.



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

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Learning opportunities provide appropriate progression in learning and high-quality learning experiences that support learners understanding and language of GIRFEC and RRS/UNCRC</p> <p style="color: green;">(Placing the human rights and needs of every child and young person at the centre of education)</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Continue to ensure robust nurturing wellbeing approaches throughout the school Formation of staff led, '<i>Wellbeing and Equity Leadership for Improvement Team</i>'. Group to collate, implement, review and adapt on a regular basis HWB Action Plan/Driver with a particular emphasis within P4-7. Analysis undertaken with all stakeholders to identify required interventions / partnerships required to take forward this area of school improvements. Continue to embed school Vision, Values and Aims with wider school community and refresh our curriculum rationale graphic Implement the use of digital platforms to support daily/weekly and termly wellbeing of our learners across the school. Embed the use of Emotion Works to further develop and support emotional literacy and wellbeing amongst all learners. Continue with Nurture teacher post To develop further our partnership working with parents and carers. Develop a whole school approach to mental health – staff, pupils, parents/carers Develop outdoor learning into practice P1- 7, partnership working with Sustrans to further develop staff capacity following on from work developed during session 23/24. Trauma Informed – Part 1 completed 23/24, continue with any further planned trauma informed courses that may be planned for all schools during session 24/25. Develop use of UNCRC Toolkit – working towards Silver accreditation. To continue to build pupil leadership groups across the school e.g. Pupil Council, Mini Champs Detailed actions noted within Wellbeing and Equity Leadership Group Action Plans/Driver diagrams- to be collated August 2024 by staff, pupil and partner representatives. 	August, 2024 – June 2025	<ul style="list-style-type: none"> Multiple measures of data to ascertain progress in learner's wellbeing. Ongoing monitoring and evaluation of HWB indicators and HWB trackers throughout the session will reflect an increased positive response from staff and pupils P1-7. Learners in P1-P7 are able to self-report on their wellbeing to provide information that can be actioned to meet their specific pastoral needs. Focus groups of learners evaluating HWB lessons leading to most pupils (75-90%) demonstrating an understanding of wellbeing indicators Nurture Boxall profiling and analysis Showcasing of whole school approaches to mental health. UNCRC accreditation and action plan Termly updated SIP action plans
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All learners will experience high quality learning and teaching experiences in</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement	<ul style="list-style-type: none"> Formation of staff led, literacy, maths and numeracy <i>Leadership for Improvement Teams</i>. Group to collate, implement, review and adapt on a regular basis Action Plans/Drivers. Analysis undertaken with all stakeholders to identify required interventions / partnerships required to take forward this area of school improvements. 	August, 2024– June, 2025	<ul style="list-style-type: none"> Multiple measures of data to ascertain progress in learner's literacy, maths and numeracy. Observations of learning and teaching aligned to annual quality assurance calendar




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<p>Literacy, Maths and Numeracy and provide appropriate progression.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> • Continue developing maths and numeracy, reading, listening and talking and writing CLPL based on staff needs. • Continue to develop shared understanding of high-quality learning, teaching and assessment experiences in maths and numeracy, reading and writing. • Further embed digital platforms to support literacy, maths and numeracy learning experiences • Four Contexts Across learning moderation plan with a focus on writing, reading and numeracy. • Link with Cluster DHT Literacy and Literacy Champions/Literacy Improvement Teams. • Establish literacy, maths and numeracy mini champions • Continue to focus on implementing pedagogical practices explored with cluster DHTs during Session 23/24. • To build on community partnerships with parents/carers, and West Lothian Adult Learning Team. • (Detailed actions noted within Literacy and Numeracy Leadership Team Action Plans/Driver diagrams- to be collated August 2024). 		<p>reflects most (75-90%) evaluated as good or above</p> <ul style="list-style-type: none"> • Aim is to progress to almost all learning experiences (over 90%) evaluated as good or above. • Almost all pupils (over 90%), through focus groups, feedback positively about their learning • Robust moderation approaches and connected quality assurance cycle data • P1-7 CfE Trackers • Diagnostic assessments e.g. SNSA, Puma, PM Benchmarking • Termly updated SIP action plans
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <ul style="list-style-type: none"> • Through targeted interventions in literacy and numeracy the majority of our children in Quintile 1 will be on track in their learning. • Increase and sustain attendance for children in Quintile 1 to above 90% <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap.</i></p> <p><i>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.</i></p> <p><i>Please view our PEF Summary poster and find out more about our use of Pupil Equity Funding.</i></p> <div style="text-align: center;">  PEF Statement.pdf </div>	August, 2024– June, 2025	Documented in PEF Plan 24/25 shared with staff termly to review/ reflect on progress and adapt plan as required.



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<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To continue to embed a whole school framework which will enable children to make connections between skills for learning, life and work.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • Continue to develop Empowerment through Science, Technology, Engineering, the Arts and Mathematics (ESTEAM) approaches to curriculum learning and teaching at school and cluster level to include engagement with external partners • ESTEAM family events • Further develop project based learning, P1-7 • P1-3 to continue to further enhance play-based curriculum, differentiated according to progression of play that aligns to age and stage of learner development and progresses from prior learning • Continue to implement and embed 1 plus 2 languages and P6 Buddies to work with ELC children to introduce basic greetings, colours and songs. • Engage with WL pathways and approaches to developing an agile outdoor education curriculum for our school. • Develop and embed Pupil Profiling P1-7 • Introduce Cluster Step-Up award P5-7 • ESTEAM transition project P7-S1 • Detailed actions noted within DYWF Leadership Group Action Plans/Driver diagrams- to be collated August 2024 	<p>August, 2024 – June, 2025</p>	<ul style="list-style-type: none"> • Multiple measures of data to ascertain progress • Focus groups of learners from P1-7 evaluating their awareness of meta skills as greater than 90% • Learners to experience high quality learning in ESTEAM. Almost all pupils (over 90%), through focus groups, feedback positively about their learning. • Most (75-90%) learners have made good progress with 1 plus 2 languages. • Project based learning will be evaluated through baseline and end of project engagement tracking systems. • Almost all (over 90%) pupils/families engaging with Step-Up award
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