

Croftmalloch Primary School



SCHOOL IMPROVEMENT PLAN

2023 / 2024

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 – 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

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



Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan

a) Background - The context for the learners in your school

Croftmalloch Primary School is a non-denominational school serving the community of Whitburn. It has been open since November 1973, and will celebrate its 50th anniversary in session 23/24.

The school currently has 208 children on roll across 9 classes, with 56 children in the Nursery – up to 10 of whom are 2 years old. The school is staffed by a Head Teacher, a full-time Principal Teacher, a part-time PEF funded Acting Principal Teacher, 15 class teachers, 4 PSWs and an Admin Assistant in the office. The Nursery is staffed by 2 full-time Early Years Officers, 6.5 Early Years Practitioners and one Pupil Support Worker. Staff are committed to the best possible outcomes, and work closely with our families to ensure we are Getting it right for Every Child. The school's values of *Ready, Respectful* and *Responsible* are at the heart of what we do.

The school has strong links with the community of Whitburn, including Cluster schools, local community organisations and an incredibly supportive parent body – well represented by a highly engaged Parent Council. Working together in partnership, we are proud to say that we meet the needs of all learners.

b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

End of Session 2022-2023 Attainment Data:

| Stage | Roll | Reading | Writing | Listening & Talking | Literacy | Numeracy | Mathematics |
|--------------------------------|------|---------|---------|---------------------|----------|----------|-------------|
| P1 | 28 | 89.29% | 82.14% | 85.71% | 82.14% | 89.29% | 85.71% |
| P4 | 40 | 87.50% | 77.50% | 95.00% | 77.50% | 82.50% | 85.00% |
| P7 | 28 | 89.29% | 75.00% | 89.29% | 71.43% | 78.57% | 78.57% |
| | | | | | | | |
| Whole School Attainment | 211 | 86.26% | 76.30% | 92.89% | 75.83% | 82.46% | 84.83% |

Equity for All:

Last session, 22.12% of our children were from Quintile 1 households, the school's Free School Meal Entitlement was 23.01%, and those eligible for access to the Clothing Grant was 35.58% - all of which are higher than Local Authority average. Our local context therefore, demonstrates a clear focus on ensuring equity for all.

Croftmalloch Primary School - School Improvement Planning for Ensuring Excellence and Equity: 2023/24

| School priorities linked to knowledge and data as identified on previous page | Proposed actions to ensure recovery | Timescale | Measures of Success |
|--|---|----------------------|---|
| <p>Improvement in all children and young people's wellbeing:</p> <p>To boost the health and wellbeing of groups and individuals by ensuring that all children have equal opportunities to participate in a wide variety of opportunities across the 4 contexts of learning</p> | <ul style="list-style-type: none"> • Review HWB Curriculum in order to ensure more consistent approach to received curriculum. • Trauma Informed Practice training to be delivered to all staff. • Self-evaluate existing practice using UNCRC toolkit • Continue to develop Rights Respecting School Action Plan and embed Practice in all classrooms. • Gather evidence towards and apply for RRS Award. • Wider community focus to ensure all stakeholders are rights focused and embed the UNCRC Articles for every child. • Continue to use digital platforms including Seesaw/Teams and social media to share a variety of virtual learning opportunities for the benefit of the whole school community • Embed newly developed Positive Relationships Policy within school, ensuring consistent implementation in all classrooms. • Quiet spaces to be available in the playground to support wellbeing • Outdoor education supported through Kids Gone Wild sessions | <p>By April 2024</p> | <ul style="list-style-type: none"> • Pupil Voice Committee working well evidence and pupil feedback. • TIP training delivered to all staff members. • Ongoing review of data findings and adjusting interventions to meet the needs of pupils. • RRS award achieved and in all extra-curricular activities (assemblies, after school clubs etc.) • UNCRC embedded in classroom practice and assemblies – Continuing with this • Learner conversations show deep understanding of Positive Relationship Policy approaches. • Mini champs to continue to develop initiatives across the school • Assemblies promoting 4 capacities' and positive recognition • Outdoor learning trails updated- focus for new outdoor development leader |
| <p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>To embed school level guidance and learning and teaching approaches in Reading, Writing and Listening and Talking to maximise the attainment and achievement for all pupils, in every lesson.</p> <p>To further develop our approaches to assessment across school to ensure that pupils can articulate their strengths and next steps in learning and that they receive appropriate feedback to enable them to do this.</p> | <p>Moderation:</p> <ul style="list-style-type: none"> • Work with Cluster Pedagogy Officer to create a 4 Contexts Plan for Literacy, in collaboration with Cluster schools. • Ensure consistent use of WL Writing Targets and additional pathways to support moderation and teacher professional judgement – with a focus on 'Tools for writing' to build transcriptional skills. • Work both within the school and as a cluster to moderate Reading across the BGE and the 4 contexts. <p>Reading:</p> <ul style="list-style-type: none"> • To continue to promote the Balanced Reader Approach and gather robust data using measurement tools (Bernhardt's Lens & STAR approach) • To revisit GUIDED Reading from P4 -7 • To work with WAC to develop transition strategies for P7-S1, focusing on Reciprocal Reading approaches. <p>Writing:</p> <ul style="list-style-type: none"> • To focus on the CORE writing skills to build writing stamina using a whole school approach or with a targeted group of learners. • To track and monitor progress of these transcriptional skills to ensure accuracy, grammar, handwriting and spelling. • Implement agreed, consistent approaches to marking and feedback based on the WL Writing Targets, supporting opportunities for regular and robust self- and peer assessment in all classes. | <p>By June 2024</p> | <ul style="list-style-type: none"> • Attainment Data in combined Literacy to increase by 3% across the school. • Learning walk, classroom observation and pupil focus group feedback in Terms 1 and 3 of session 2023-24 to reflect improvements made. • Staff feedback to show increased confidence in TPJ following moderation sessions • Regular attendance at Cluster Moderation sessions • Parental feedback on pupil attainment/achievement and progress in learning to reflect increased confidence in school approaches to raising attainment in Literacy and Numeracy • Assessment approaches are consistent across school as evidenced by staff assessment folders, teacher's plans and E&E meeting data. • Assessment calendar implemented in all classes, using consistent resources. • Evidence of increase use of digital technology and evidenced in planning • Parental support for learning at home • Ipad use feedback from staff and pupils • Executive Summary |

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|---|--|--------------|--|
| | <p>Listening and Talking:</p> <ul style="list-style-type: none"> Introduce strategies to more accurately assess attainment of Listening and Talking, and to support interventions for identified learners, using PM Oracy to support this. <p>Numeracy:</p> <ul style="list-style-type: none"> Develop use of questioning, listening and explaining to improve mathematical discourse. Develop clear approaches to pre-teaching of vocabulary within new topics. Introduce new assessment strategies in order to ensure consistent data gathering across the school. Embed agreed approaches to marking and feedback, as part of LTA policy. | | |
| <p>Closing the attainment gap between the most and least advantaged children:</p> <p>Identified children are able to access the whole of the curriculum and make effective progress through well planned, timely and specific interventions.</p> | <p><i>All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. 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. Please follow this link https://croftmallochprimary.westlothian.org.uk/ to view our PEF Summary and find out more about our use of Pupil Equity Funding.</i></p> <ul style="list-style-type: none"> Further develop nurture spaces and support, for targeted pupils using Boxall Profile to identify social/emotional needs and track progress Offer nurture sessions for targeted families, with a termly overview sent home to share focus of learning Identify pupils and develop Small Group Setting Develop morning, break and lunchtime support/clubs Develop Family Learning Calendar with sessions to support identified families. Continue to work with a range of professionals to support attendance of identified learners. | By June 2024 | <ul style="list-style-type: none"> Boxall Profile will show positive progress over the session Engagement trackers green for almost all identified pupils Identified pupils will report 4 and above during daily check ins at nurture groups using the 5 point scale Progress will be made against targets set out in Nurture termly planning (teacher professional judgement) Termly pupil self-evaluation questionnaire shows positive responses around attending nurture for support. Improvement over time during the session from pupil self-evaluation baseline questionnaire 70% or identified families attend a Family Engagement Session. Family learning event feedback. |
| <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To increase pupil skills in digital technologies, to further develop learner agency across learning.</p> <p>To ensure play based opportunities for skills development are implemented in all classes, from P1-P7.</p> | <ul style="list-style-type: none"> Development of <i>Skills Stations</i> in all central areas, in order to promote skills development through play opportunities for all pupils P1-P7. Staff working group to lead digital skills across school ensuring equity through UNCRC School to undertake 'digital schools' award Pupil Voice 'digital leaders' committee to lead improvements and innovations in use of technologies and cascade this to others across school. Ongoing, staff 'drop ins' and technology workshops to up-level skills and build capacity in the use of technologies. Family learning events to build understanding and use of technologies across the entire school community. | By June 2024 | <ul style="list-style-type: none"> Best practice sessions taken place to see high quality Skills provision (SPS) Skills Stations evident in all central areas Learner Conversations show high levels of engagement with Skills Stations. School to achieve 'Digital School' award Enhanced transition to support Nursery, P1 and P7 Career event and Enterprise event to be included in focus annual overview |