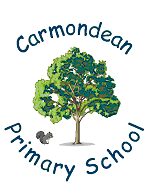
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**CARMONDEAN SCHOOL**

**IMPROVEMENT PLAN**

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**2019 / 2020**

**Factors Influencing the Improvement Plan**

**School Factors**

Addressing Action Points identified in school’s Self Evaluation procedures

Flexible early learning and childcare implementation – 2 day model with an increase in staff

Scheduled VSE

Distributed leadership

Your Space

Cost of the School Day

**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](https://www.westlothian.gov.uk/media/29938/Raising-Attainment-Strategy-201819-to-202223/pdf/Raising_Attainment_Strategy.pdf))

*Transforming Your Council*

[Corporate Plan](https://www.westlothian.gov.uk/media/19488/Corporate-Plan-2018-2023/pdf/Corporate_Plan_2018_to_2023.pdf)

Education Services Management Plan

West Lothian Parental Involvement and Engagement Framework

Increased entitlement to early years’ provision

**National Factors**



**Current Position**

**Next Steps**

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

**Our Vision, Values and Aims**

**Our Vision**

We aim to work in partnership to create an inclusive and nurturing environment within which children become respectful and respected, resilient, motivated, ambitious and compassionate, and who enjoy and accept challenge to acquire new skills, preparing them for each stage of their life in an ever changing society.

**Our Values**

We will use the four Scottish values of Integrity, Compassion, Wisdom and Justice to underpin the values of Honesty, Loyalty and Tolerance.

**Our Aims**

**Leadership and Management**

* To have an inspiring and ambitious shared vision which ensures we achieve the highest possible standards for all learners.
* To promote a positive culture and ethos through self-evaluation practices to inform progress and to continuously improve the quality of learning and teaching.
* To turn the shared vision into a sustainable reality and encourage the promotion of positive relationships with all stakeholders.
* To develop leadership roles at all levels across the school.

**Learning Provision**

* To provide a broad, well balanced and effective curriculum which results in strong outcomes for all learners.
* To provide high quality learning experiences for all children which are motivating, meaningful and take their interests into account.
* To use a range of assessments to gauge success and to plan children’s next steps in learning.

**Successes and Achievements**

* To value everyone in the school community as an individual and to support all learners to maximise their successes and achievements.
* To acknowledge and celebrate diversity within a culture of inclusion, participation and positive relationships.
* To maintain our focus on raising attainment over time in all curricular areas to develop critical thinking skills that children can transfer to learning, life and work.
* To encourage our learners to engage creatively and responsibly with digital technology and to develop their digital literacy to allow them to function as global citizens.
* To develop each child’s intellectual, emotional and physical wellbeing within and outwith school.

**CURRICULUM RATIONALE**

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***OUR VISION***

***We aim to work in partnership to create an inclusive and nurturing environment within which children become respectful and respected, resilient, motivated, ambitious and compassionate, and who enjoy and accept challenge to acquire new skills, preparing them for each stage of their life in an ever-changing society.***

***Our Values  
We will use the four Scottish values of Integrity, Compassion, Wisdom and Justice to underpin the values of Honesty, Loyalty and Tolerance.***

To turn our vision into reality, it is essential that, at Carmondean, we develop a curriculum which ensures that all children are engaged in their learning within an inclusive and nurturing environment. The curriculum will provide pathways to success for all children regardless of their abilities or personal circumstances and prepare them for citizenship in the 21st Century. Through children’s experience of the curriculum and the learning they experience outwith school, we aim to produce well-rounded, life-long learners who will contribute to a just and tolerant society. To accomplish this, we aim to provide a broad, well balanced and effective curriculum which results in strong outcomes for all learners, values everyone in the school community as an individual and to support all learners to maximise their successes and achievements.

Through positive relationships, and by providing learning experiences which are motivating and meaningful, we aim to deliver excellence in learning and teaching in which all learners will be actively engaged. Our curriculum recognises individual differences between learners while still maintaining high expectations for all and providing learning experiences which embody depth as well as breadth and provide opportunities for enjoyment, personalisation and choice. Our curriculum is based on progression of knowledge, skills and understanding over time and at every level, an ethos of high aspirations and ambition for all our learners is encouraged and attainment, achievement and participation are recognised and celebrated.

To create and maintain our vision of what we value and view as essential elements of our curriculum and day-to-day practice, it is essential that all stakeholders become familiar with its structure and operation. Our rationale is a ‘living thing’ and must permeate all aspects of school life if it is to be effective in translating our Vision, Value and Aims into action.

Curriculum for Excellence describes all of the experiences which are planned for children and young people through their education, wherever they are being educated, as the curriculum, no matter where that learning takes place. These experiences are broadly grouped into four contexts for learning:

* **Curriculum areas and subjects**  
  The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities.
* **Interdisciplinary learning**  
  How the curriculum should include space for learning beyond subject boundaries.
* **Ethos and life of the school**  
  The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.
* **Opportunities for personal achievement**  
  Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

Through the four contexts for learning, we aim to produce successful learners who are confident individuals, responsible citizens and effective contributors to society.

Staff at Carmondean Primary School value the learning that takes place in all of these contexts and use them as a basis for their curriculum planning. Curriculum planning at Carmondean caters for children in their early years right through until they leave primary school and transition to High School and its purpose is to provide a broad general education for each child who experiences it. The key knowledge and skills of Literacy, Numeracy and Health and Wellbeing are considered to be paramount in enabling life-long learning, so these three subjects have primacy within our curriculum and are the responsibility of all who teach at Carmondean Primary School.

Our curriculum is made up of eight discrete subject areas, many of which are delivered through interdisciplinary study to broaden and deepen learning. These eight subjects are:

* Languages and Literacy
* Numeracy and Mathematics
* Expressive Arts
* Social Studies
* Sciences
* Technologies
* Health and Wellbeing
* Religious and Moral Education

Our curriculum does not only cover knowledge, understanding and skills; there is a strong emphasis on developing values and attitudes which we at Carmondean feel will be essential in developing global citizens. These values and attitudes are informed by the engraving on the Mace in the Scottish Parliament and known as the Scottish Values: Integrity, Compassion, Wisdom and Justice. To these worthy ideals, we have added Honesty, Loyalty and Tolerance.

We live these values at Carmondean in our day-to day work, interactions and relationships and it is through the third context of ‘The Ethos and Life of the School’ that they are delivered. Children see examples of these values at work on a daily basis and are encouraged to replicate them. Opportunities for personal achievement occur naturally from this context and children are encouraged to accept responsibility within the school to develop their leadership skills.

Values and attitudes are further developed by our involvement in many award-bearing initiatives. Through the Rights Respecting Schools Award, our learners are immersed in Children’s Rights from their earliest days at Nursery and the United Nations Charter on the Rights of the Child is embedded in learning and teaching, class and school charters and in school policies. Children are taught to respect and care for their environment through our extensive involvement in the Eco-Schools Award. Similarly, our work with Playground Mentors provides opportunities for our learners to practise fairness and equality.

Through Enterprise activities, even at this early age, we are developing the future young workforce and introducing children to entrepreneurship, and the ever-widening range of Digital Skills is introduced from the earliest stages through discrete lessons and through interdisciplinary learning.

Appropriate progress through the curriculum is determined by a range of assessment activities, including Standardised Tests, and these are used to ascertain and confirm how much and how well our Learners have learned and what their next steps should be. Along with Teacher Judgement, self-and peer-assessment and involvement in their own learning, our children become aware of where they are now, where they should be going next and how best to get there to raise their attainment.

This, then, is the rationale for our Curriculum at Carmondean Primary School. It is built on the solid foundation of our vision, value and aims, and is delivered through the four contexts for learning. Its purpose is to provide an inclusive and nurturing environment, to raise attainment for all learners and to produce successful learners, confident individuals, responsible citizens and effective contributors to society. Through regular, accurate and honest self-evaluation and continuous improvement through the school improvement planning process, it aspires to be the best it can be.

**Contextual Data Analysis and Rationale for 2019/20 School Improvement Plan**

1. **Background –**

Carmondean Primary School is a non-denominational school serving the community of Carmondean, Livingston within the Deans Community High School Cluster. The current roll is 388 children in the primary school and 40/40 children in nursery. The school benefits from a mixed catchment area with a Free Meal Entitlement of 16.6% The primary school has 15 classes, 2 Nurture classes and the Nursery has both morning and afternoon classes. Staffing consists of a Head Teacher, Depute Head Teacher, 3 Principal Teachers, 15 class teachers, 2 x part-time Additional Support Needs teachers and 7 Pupil Support Workers. The Nursery is led by a Principal Teacher and supported by a full time Early-Years Officer, two full-time and two part-time nursery nurses. The school has had the benefit of a Speech and Language Therapist. Carmondean Primary School is involved in the Rights Respecting Schools initiative and is well-regarded in the community and by its partners. The school is also supported by a Parent Council and a Parent Staff Association. The school was inspected by HMI in February 2017 and had a positive validation of its work. Strengths were well-behaved children who have a strong say in how the school improves and who experience high-quality teaching and learning. Collaborative staff understand the children’s needs and positive relationships exist throughout the school.

1. **Data**

Our data shows that overall, our attainment is very good with most children at all stages attaining the appropriate Curriculum for Excellence levels in literacy and numeracy. By the end of P1, most children achieve the appropriate Curriculum for Excellence levels in literacy and numeracy while almost all achieve Early Level in mathematics. By the end of P4, most children achieve the appropriate Curriculum for Excellence levels in reading, writing, numeracy and mathematics while almost all children achieve First Level in listening and talking. By the end of P7, most children achieve the appropriate Curriculum for Excellence levels in writing, listening and talking and mathematics while almost all achieve Second Level in numeracy and reading. With a continued focus on writing through planned school improvement priorities, children’s skill in writing will continue to be developed.

1. **What are our universal priorities and what is our ‘gap’? Who are our target groups and their barriers to learning?**

Overall, equity in school is improving with attainment across all quintiles more evenly matched than previously, The gap between quintile 1 and quintile 5 children is most evident in literacy, particularly in reading and writing. A number of our identified children experience gaps due to lack of parental engagement in their learning, early childhood experiences, ASD, ADHD, learning disability, attachment difficulties and social and emotional difficulties which impact their attainment. Our target groups will be for identified children who experience barriers in literacy and social and emotional wellbeing. Nurture classes will continue to support those children with attachment difficulties. A small number of children across the school whose attainment is significantly less than their peers are supported by partner agencies and by school staff. On average, in combined literacy, 20% of children across the school are not on track. Writing is the area of literacy which most affects this figure.

1. **Summary/overview of proposal & non-negotiable outcomes**

We propose to employ Your Space to engage and support identified children and families with social and emotional wellbeing. Pupil Support Workers will continue to provide focussed literacy and numeracy interventions across the school where the highest level of intervention is required. We will continue one-to-one daily reading sessions with under-achieving readers in P4-7, extending to P2-3 making use of Reading Buddies. We will continue to provide Nurture for identified children. Speech and Language Therapy will continue for one half-day each week to support children with speech and language/communication difficulties and to extend Word Boost to upskill writing across the school.

**Early Years Centre Action Plan for Improvement 2019-2020**

|  |  |
| --- | --- |
| Desired Outcomes | Proposed Actions |
| ***Raising attainment in literacy and numeracy for all***   * Increase practitioner confidence in the process of assessment and moderation within the Early Years Trackers. * Continue to improve our approach to planning to ensure we have a rigorous process of observation, planning and assessment and that all practitioners feel confident and involved in the process. * Our curriculum has a clear vision and rationale shaped by the newly developed vision, values and aims. * Engage with the PEF SLT and word boost programme to increase children’s vocabulary, listening and talking skills. * Parent/carer confidence in providing a quality home learning environment for numeracy and literacy is increasing. | * Practitioners to collaborate termly to ensure RAG assessments are coherent. * Practitioners will develop confidence in using Sway to share consultative planning with our community. * Develop a sound knowledge of the key aspects of learning and link these to areas of the ELC on a weekly basis to support assessment. * Develop a new curriculum rationale that relates directly to the ELC and involves the views of practitioners, stakeholders and our children. * Practitioners trained in Word Boost. Small identified groups to be withdrawn to engage with Word Boost. * Provide carefully planned Peep groups for 2, 3 and 4 year olds and their parents/carers to support with developing the home learning environment. * Big bedtime read bags issued weekly and parental feedback/engagement encouraged and monitored. * Continue to evaluate results of Renfrew Word Finding to assess and monitor vocabulary development. * Re-launch Learning Journals and promote parental contributions and involvement in Next Steps. * Bookbug event held for children and their parents/carers. |
| ***Improvement in all children and young people’s wellbeing***   * Children will benefit from free-flow play outdoors and will be involved in developing the wooded area. * Increase children’s engagement with the Wellbeing Indicators. * Children are able to discuss their feelings and know who to approach to support them. | * Audit the large back garden and devise an action plan for improvement. * Involve parent/carer volunteers and access local business/funding for support with the garden. * 2 practitioners to be trained on forest skills. * Develop a wellbeing wheel working wall that can be added to regularly. * Regular emotional check ins using emotion stones. |
| ***Improvement in employability skills and sustained, positive school leaver destinations for all young people***   * Children will acquire knowledge of possible career choices. | * Role-play areas based on children’s current interests and the world of work are developed and carefully monitored/evaluated. * Links with stake-holders will be developed further by sharing experiences of work and expertise with learners. |

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| **CARMONDEAN PRIMARY SCHOOL - School Improvement Planning for Ensuring Excellence and Equity** | | | | |
| **School priorities linked to NIF priorities**  *(observable, measurable outcomes which focus on learning, achievement and wellbeing)* | **NIF driver mapping**  *(check as appropriate)* | **Proposed Actions** | **By** | **Measures of Success**  ***(****include performance data, quality indicators and stakeholders’ views)* |
| **Raising attainment for all, particularly in literacy and numeracy:**  **To embed Digital Literacy in teaching and learning,**  **learning opportunities provide appropriate progression in Digital Literacy.**  **All pupils will experience high quality learning and teaching in writing in an increased number of genres.**  **Engage staff in moderation procedures in particular, writing.** | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | * Audit current practice using Digital Schools Award toolkit * Develop an action plan and programme based on audit * Develop Digital Literacy CLPL based on staff needs * Develop staff confidence in Digital Literacy * Review progress in NL writing to date * Devise a planned approach to full implementation of NL writing * Evaluate children’s progress twice across the session * Moderate attainment in writing across levels * Develop writing CLPL based on staff needs * Develop shared understanding of high quality learning, teaching and assessment experiences in writing |  | All staff will be more confident in providing learning experiences in digital literacy  75% of the criteria for attaining the Digital Schools Award will be attained by June, 2020  85% of children across the school will be on track in writing by June, 2020  84% of children across the school will be on track for combined literacy by June, 2020  All staff will engage in moderating writing across their stage and across their levels  ***(1.1, 1.2, 2.2, 2.3, 3.2)*** |
| **Closing the attainment gap between the most and least advantaged children:**  **Increase attainment of Quintile 1 children in combined literacy by the end of the session.** | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. Of Chdn’s Progress  Performance Information | * Provide additional support to Quintile 1 children who are not attaining appropriate levels, for example, daily reading, more focussed writing targets * Home learning using online resources licensed for home use * Implement Speech and Language interventions, for example, Word Boost |  | 88% of P4 children in Quintile 1 will attain Level 1 in reading by June, 2020  78% of P4 children from Quintile 1 will attain Level 1 combined literacy by June, 2020.  Parents will become more engaged in their children’s learning at home (Stakeholders views) ***(2.3, 2.4,2.5, 3.1, 3.2)*** |
| **Improvement in all children and young people’s wellbeing:**  **Vulnerable children to be supported through Nurturing school principles and practices.**  **Children and staff to be supported in their mental wellbeing.**  **To refresh our vision, values and aims to reflect the school’s uniqueness.** | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | * Implement Nurturing approaches in every classroom * Review the school’s Positive Behaviour Policy to reflect the refreshed vision, values and aims * Deliver targeted Nurture experiences to identified children * Implement counselling services (Your Space) for vulnerable children and staff wellbeing |  | Teacher- and self-reporting of the wellbeing indicators will show fewer children being Amber or Red in the HWB section of T&M  Identified children will make positive progress in the Boxall Profile assessment over their time in Nurture  The Glasgow Wellbeing Scale will be introduced for measuring improvements in HWB outcomes  Professional- and self-reports from children working with Your Space  ***(1.5, 3.1)*** |
| **Improvement in employability skills and sustained, positive school leaver destinations for all young people:**  **To make children aware of and provide them with the necessary skills to engage in the world of work.** | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | * Familiarise staff with the Career Education Standard, in particular, the skills required for learning, life and work * Embed skills required for learning, life and work within the wider curriculum * Involve partners in sharing their skills and expertise required in the world of work |  | Evidence from forward planning, classroom observations and focus-group discussions show DYW skills are being addressed  2nd Level children will be able to verbally describe the skills required to fulfil their employment aspirations  ***(3.3)*** |