

# Meldrum Primary School SCHOOL IMPROVEMENT PLAN RECOVERY PHASE PLAN

2020 / 2021



# Factors Influencing the Improvement Plan

## School Factors

Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Priorities  
Flexible early learning and childcare implementation  
Return to school for all children after a period of home learning in Term 4 (March – June 2020).

## Local Authority Factors – need to add anything specific to response

*Moving Forward in Learning Guidance – 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  
Continuation of Phased Implementation of 1140 hours ELC

## National Factors – need to add anything specific to response

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All  
Pupil Equity Funding  
How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare?  
National Standard for ELC  
Getting it Right for Every child (GIRFEC)  
Curriculum for Excellence  
Developing Scotland's Young Workforce  
Realising the Ambition  
Child Protection Procedures  
GTCS standards and professional update



## **Our Vision**

### **At Meldrum Primary School:**

**We aim to promote a culture of mutual respect where all learners are engaged and achieving.**

### **Our Values:**

Respect : Honesty : Kindness : Perseverance : Responsibility

## **Our Aims:**

### **Leadership and Management**

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our learners.

### **Learning Provision**

- To create a safe, nurturing and motivating learning environment where learners and staff can thrive and succeed and each individual's uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.

### **Successes and Achievements**

- To ensure the best possible outcomes for all our learners.

All schools should consider an interim curriculum rationale that takes account of the most recent national and local guidance related to the current situation. 'Phased' curriculum rationales should still reflect the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'. <https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

## Meldrum Primary School - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>All children will have a good understanding of all wellbeing indicators and will be able to self-report against these.</p> <p>All children will have identified a trusted adult with whom they can speak to in school.</p> <p>All children will have increased opportunities to develop their learning outdoors across all areas of the curriculum.</p>	<ul style="list-style-type: none"> <li>• <b>How will you address the HWB needs identified?</b> <ul style="list-style-type: none"> <li>- Additional teacher allocation to support learners in Primary 1 – Primary 3</li> <li>- Additional PSW support across all stages</li> <li>- Continuation of Emotion Works to support learners across all stages</li> <li>- Increased focus on Outdoor Learning opportunities across all stages</li> <li>- Art activities to focus on school values and aspects of Health and Wellbeing, including Emotion Works.</li> <li>- Upper school learners will be supported through work on Zones of Engagement</li> <li>- All learners will be supported through the creation of individual support strategies identified by class teachers.</li> </ul> </li> <li>• <b>How will you baseline where you are in order to measure next steps and impact?</b> <ul style="list-style-type: none"> <li>- All learners to have a good understanding of the wellbeing indicators</li> <li>- Learners and staff to report regularly on all wellbeing indicators</li> <li>- Specific support strategies in place for individual children</li> </ul> </li> <li>• <b>How will it inform your 'phased' curriculum rationale?</b> <ul style="list-style-type: none"> <li>- Initial focus on Literacy / Numeracy / Health and Wellbeing</li> <li>- Literacy study using Emotion Works</li> <li>- Staff to work together to create an Outdoor Learning rationale and increase their knowledge of Outdoor Learning opportunities across all stages</li> </ul> </li> </ul>	<p>Aug – June 2021</p> <p>August – June 2021</p> <p>August – June 2021</p> <p>Aug – Dec 2020</p> <p>September 2020</p> <p>August – June 2021</p> <p>Aug – October 2020</p> <p>Termly reporting Aug – June 2021</p> <p>Aug – Sept 2020 Aug / Sept 2020</p> <p>Aug – June 2021</p>	<ul style="list-style-type: none"> <li>- Attainment data</li> <li>- H&amp;W questionnaires</li> <li>- Termly GIRFEC wellbeing indicators self-assessment / staff assessments</li> <li>- Excellence and Equity meeting minutes and data</li> <li>- Individual Education Plans</li> <li>- Child's Planning Meetings</li> <li>- Staff feedback</li> <li>- Parental feedback through Forms (Sept 2020)</li> <li>- Health and Wellbeing / Outdoor Learning Action Plans and targets</li> </ul> <p>Challenge Questions:</p> <p><b>3.1 Ensuring Wellbeing, Equality and Inclusion:</b></p> <ul style="list-style-type: none"> <li>- How do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?</li> <li>- How have we successfully established an inclusive learning environment? How do we know?</li> <li>- How do we communicate with parents, partners and learning across these key themes?</li> <li>- What progress and achievement do children and young people gain from outdoor learning experiences?</li> </ul>
<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <p>85% of learners will achieve expected levels in Literacy / Numeracy at all stages in school.</p>	<ul style="list-style-type: none"> <li>• <b>Building on available data (including CfE levels) outline proposed actions to address the additional 'gaps' that have emerged and how you plan to continue progression in learning</b></li> <li>• <b>Literacy:</b> <ul style="list-style-type: none"> <li>- Primary 1 / Primary 2 POLAAR assessments completed</li> <li>- Develop a progression of learning in all aspects of Literacy</li> <li>- Whole school participation in Reading Schools Accreditation Programme</li> <li>- All staff to plan linking Reading / Writing genres across all stages</li> <li>- All staff to become familiar with new Reading targets</li> <li>- Whole school participation in the First Minister's Reading Challenge</li> <li>- All staff to plan and develop new Listening and Talking targets</li> <li>- Continuing to develop PM Writing – planning / moderation</li> <li>- Whole school focus on Reciprocal Reading</li> <li>- Writing moderation to take place across the Cluster schools</li> <li>- Whole school participation in Scottish Book Week (Nov 2020) and Literacy Week (March 2021)</li> <li>- All staff will have an increased understanding of a quality Reading and Writing lesson.</li> </ul> </li> </ul>	<p>August 2020</p>	<ul style="list-style-type: none"> <li>- Literacy attainment data (inc POLAAR assessments / Literacy assessments)</li> <li>- Reading accreditation action plan</li> <li>- Discussion through termly Excellence and Equity meetings</li> <li>- Staff feedback on school / Cluster writing moderation</li> </ul>
<p><b>Closing the attainment gap between the most and least advantaged children:</b></p> <p>Through targeted interventions 75% of our learners in Quintiles 1 and 2 are On Track in all areas of Literacy and Numeracy.</p>	<ul style="list-style-type: none"> <li>- Whole school participation in Reading Schools Accreditation Programme</li> <li>- All staff to plan linking Reading / Writing genres across all stages</li> <li>- All staff to become familiar with new Reading targets</li> <li>- Whole school participation in the First Minister's Reading Challenge</li> <li>- All staff to plan and develop new Listening and Talking targets</li> <li>- Continuing to develop PM Writing – planning / moderation</li> <li>- Whole school focus on Reciprocal Reading</li> <li>- Writing moderation to take place across the Cluster schools</li> <li>- Whole school participation in Scottish Book Week (Nov 2020) and Literacy Week (March 2021)</li> <li>- All staff will have an increased understanding of a quality Reading and Writing lesson.</li> </ul>	<p>August – June 2021</p> <p>August – June 2021 January 2021 November 2020</p> <p>January 2021 August – June 2021</p> <p>Oct 2020 / Feb 2021 Nov 2020 / March 2021</p> <p>August 2020 August – Dec 2020</p>	<ul style="list-style-type: none"> <li>- Classroom observations (SMT / peer)</li> <li>- Pupil work / assessments</li> <li>- Forward plans</li> <li>- Reading schools audit / action plan</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Numeracy:</b> <ul style="list-style-type: none"> <li>- Seal baseline assessments Primary 1 / Primary / Primary 3</li> <li>- Familiarise new Numeracy / Maths planners</li> <li>- All learners will benefit from participation in Numeracy week focusing on development of skills</li> <li>- All learners will have the opportunity to learn through real life learning experiences in Numeracy / Maths</li> <li>- Review Number Talks strategies across all stages</li> <li>- All staff will have an increased understanding of a quality Numeracy lesson</li> </ul> </li> <li>• <b>How are you changing and adapting your curriculum in order to address identified needs and the current context?</b> <ul style="list-style-type: none"> <li>- Establish positive class ethos and re-engage with school values</li> <li>- Immediate focus on Literacy / Numeracy / Health and Wellbeing (including Emotion Works)</li> <li>- Increased use of outdoor spaces across all stages</li> <li>- All pupils involved in setting up new routines; handwashing</li> <li>- Additional activity breaks to support learning across all stages</li> <li>- Additional teacher support in both Infant and Upper classes</li> </ul> </li> </ul> <p><b>In further developing digital learning to support in-school and learning at home, what additional actions may be required to allow for equitable opportunities for all of your children / young people?</b></p> <ul style="list-style-type: none"> <li>- IT support through additional devices for individual learners</li> <li>- Continuation of learning through TEAMS in class and at home (All Primary 4-7 pupils currently accessing TEAMS)</li> <li>- Introduction of Seesaw to Primary 1, 2 and 3 pupils to support home-school learning.</li> </ul>	<p>Aug / Sept 2020</p> <p>November 2020</p> <p>Oct – June 2021</p> <p>January 2021</p> <p>Aug / Sept 2020</p> <p>Aug – June 2021</p> <p>Aug / Sept 2020</p> <p>Aug / Sept 2020</p> <p>Oct – Dec 2020</p> <p>Ongoing</p> <p>November 2020</p>	<ul style="list-style-type: none"> <li>- Numeracy attainment data (inc SEAL assessments)</li> <li>- Staff / pupil / parent feedback on Numeracy week (Microsoft Forms)</li> <li>- Classroom observations (SMT / peer)</li> <li>- My World of Work (Primary 7)</li> <li>- Learner's Journal targets / progress</li> <li>- Pupil work / assessments</li> </ul> <p>Challenge Questions:</p> <p><b>2.3 Learning, Teaching and Assessment:</b></p> <ul style="list-style-type: none"> <li>- How effectively do we involve learners and parents in planning and evaluating learning?</li> <li>- How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?</li> </ul> <p><b>3.2 Raising attainment and achievement:</b></p> <ul style="list-style-type: none"> <li>- How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?</li> <li>- How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition?</li> </ul>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>All learners will be able to talk about their skills; their strengths and areas for development.</p> <p>To ensure continuity of learning, all learners will be able to access their learning at home.</p>	<ul style="list-style-type: none"> <li>• <b>How will your IDL approach support improvement and the development of transferable skills?</b> <ul style="list-style-type: none"> <li>- Continue links to Cluster work on skills development from session 2019/2020.</li> <li>- Increased pupil participation in planning.</li> <li>- Increased use of IT to support learning in school and at home.</li> <li>- Focus on transferable skills in real life contexts; Numeracy and Maths.</li> <li>- Primary 6 and 7 learners to engage with 'My World of Work' to create their own profile and explore their skills and interests.</li> </ul> </li> <li>• <b>How are you changing and adapting your curriculum in order to address the STEM/STEAM agenda?</b> <ul style="list-style-type: none"> <li>- All staff to engage in CLPL to support pupil learning in Science, Technology, Engineering and Mathematics.</li> <li>- Staff to develop planning and real life opportunities to support pupil learning</li> <li>- To engage with families and the local community to support learning activities</li> </ul> </li> </ul>	<p>Nov – June 2021</p> <p>January – June 2021</p> <p>March 2021</p> <p>Jan – June 2021</p> <p>Jan – June 2021</p>	<ul style="list-style-type: none"> <li>- Classroom observations</li> <li>- Staff self / peer feedback</li> <li>- Pupil feedback</li> <li>- Evaluation of Numeracy Week</li> <li>- Learner use of Teams / Seesaw / My World of Work</li> </ul> <p>Challenge Questions:</p> <p><b>3.3 Creativity and Employability</b></p> <ul style="list-style-type: none"> <li>- Do learners and practitioners engage in dialogue about the development of creativity skills?</li> <li>- Are opportunities to develop creativity skills evident across all areas of the curriculum?</li> </ul>