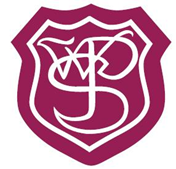
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**WILLIAMSTON PRIMARY SCHOOL**

**IMPROVEMENT PLAN**

**2019 2020**

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**Factors Influencing the Improvement Plan**

**School factors**

Addressing Action Points identified in school’s Self Evaluation procedures

Cluster Improvement Priorities

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Flexible early learning and childcare implementation- two day full provision/50 weeks a year extension to 6.00pm

Validated Self Evaluation – January 2020

Cluster thematic review 3.2 February 2020

Connected Classroom programme ( September 2019 and March 2020)

**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



**Current Position**

**Next Steps**

**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

**Williamston Primary School – VISION , VALUES and AIMS**

**WILLIAMSTON PRIMARY SCHOOL VISION**

1. **SCHOOL IMPROVEMENT**

* To ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences.
* To provide a welcoming, safe, caring and healthy environment in which each learner is valued and supported.
* To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.
* To ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence.
* To provide pupils with opportunities to develop knowledge and understanding in relation to their duties and responsibilities of citizenship in a democratic society.

1. **ASSESSMENT OF CHILDREN’S PROGRESS**

* To provide the highest quality of learning and teaching experiences that enable young people to enjoy their education and develop positive attitudes towards learning.

1. **SCHOOL LEADERSHIP**

* To ensure a clear direction for the school which is shared by and involves all stakeholders
* To promote, encourage and provide opportunities for leadership at all levels

1. **PARENTAL ENGAGEMENT**

To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.

1. **TEACHER PROFESSIONALISM**

* To promote an ethos of self-evaluation for all leading to whole school improvement
* To improve the quality of educational experiences for learners through a programme of continuing professional development for all staff.

1. **PERFORMANCE INFORMATION**

* To ensure that available performance information is used to inform progress and improvement priorities robustly leading to improvements for learners as individuals, stage/level or whole school.

**WILLIAMSTON PRIMARY SCHOOL VALUES**

**RESPECT** *for yourself , others and the environment*

**RESPONSIBILITY** *for all of your actions*

**KINDNESS ALWAYS**

**WILLIAMSTON PRIMARY SCHOOL AIMS**

OUR AIMS AT WILLIAMSTON PRIMARY SCOOL



**Contextual Data Analysis and Rationale for 2019/20 SIP**

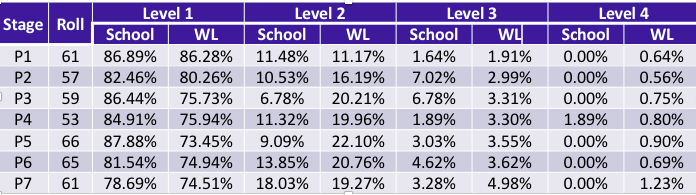
1. **Background**

Williamston Primary School is a non-denominational school and serves the area of Murieston in Livingston. Williamston is one the least deprived schools in West Lothian and is ranked 64/67 ( most to least deprived) The community which we serve is rich and vibrant and has a strong ethos of promoting excellence in sport and expressive arts. Within the school, there is a nursery class which from August 2019 will provide a range of Early Learning and Child care options over 50 weeks of the year for 3-5 yr olds only.

The Head Teacher was appointed in June 2016 and the Depute Head teacher appointed in December 2016. In the last four years numeracy, personalised support, parental engagement and home learning have been the core features of the school’s improvement work. We have happy, able, confident and caring children who are eager to learn and benefit from opportunities for personal achievement. Our pupils have a strong voice and contribute positively to bring about and influence change and improvements in the school. Ongoing improvements based on rigorous self-evaluation ensure that our children make very good progress in their learning and we work collegiately

Our FME is 3% with the majority of the children attending the school residing within Quintile 5.(75%) We have 5% of our pupils residing in Quintile 1&2 , 5% of our pupils residing in Quintile 3 and 15 % residing in Quintile 4.

The school roll of June 2019 was 471 pupils We have good attendance overall in school with an average of 95% against the authority average of 94%. The majority of unauthorised absences can be attributed to parental holidays within term time.

Additional Support needs – Continuum of Support needs

**Level 1 (Core):** Needs are met within the classroom by teacher

**Level 2 (Targeted):** A higher level of support possibly in consultation with agencies out with education

**Level 3 (Enhanced):** The child’s additional support needs require input from two, or more, support services and/or different agencies

**Level 4 (Intensive):** Referral to SORG who will allocate alternative provision

Through continued improvements in understanding of barriers to learning , development of universal and targeted support and strong partnership working our staff are able to provide meaningful support to allow children identified with Continuum Levels 2- 4 to make clear and good progress in learning.

1. **Data**

Our data shows that overall, attainment in literacy and numeracy is very good. By the end of P1, almost all children attain the appropriate CfE levels in listening, talking and reading, writing and numeracy.. By the end of P4 most children achieve the appropriate curriculum for excellence level in listening, talking, reading and writing ,and numeracy. By the end of P7 almost all children are attaining the appropriate CfE levels in Literacy and Numeracy. Attainment data shows that most children in P1, P4 and P7 are achieving in line with national expectations.

Analysis also shows that 87% of children residing in Quintile 1 and 2 are achieving in line with National expectations with continued focus on improvements in personalised support this will continue to improve.

PEF funding allocated to children in receipt of FSM shows that most children are achieving in line with National expectations.

There are many children at all stages who are exceeding expected levels of attainment. A focus of improvements are to ensure that all children achieve their potential through appropriate support and challenge in their learning.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage** | **Roll** | **Reading** | **Writing** | **Numeracy** |
| P1 | 61 | 91.80% | 93.44% | 95.08% |
| P4 | 53 | 84.91% | 86.79% | 88.68% |
| P7 | 61 | 95.16% | 95.16% | 96.77% |

Our regular attainment data analysis of P2, P3 ,P5 and P6 identifies that improvements in Literacy are a continued focus for improvement with identified dips in attainment in reading and writing.

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

Our gap is specific to individual identified children across all the Quintiles , PEF status and stages of the school. Teacher Professional Judgement identifies the significant number of children who are achieving expected levels in all subject areas, at all stages. For the small number who are not ‘on track’ or achieving expected attainment levels through attainment and professional The identified children experience gaps due to Looked After Children status, ongoing SW interventions, ASD and other learning disabilities, 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 small number of classes, with a larger group of pupils in Primary 2, 4 and 6 where learning has been regularly disrupted through poor self-esteem, lack of motivation and poor personal relationships. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, significant periods of missed education, focus and concentration and vocabulary are all contributing factors.

* Literacy in P2, P5 and P7- Focus for support for next session.( Particularly in writing )
* Numeracy in P4 and P7 – PEF intervention resource used to identify and target gaps.
* SNSA Band P1 Band 6 + , P4 Band 9+ and P7 Band 11 + ( Pace and challenge in learning)
* Nurture and HWB approaches to support individual children with targeted interventions.

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

To continue to identify gaps for individual learners in literacy and numeracy and support with whole school/stage and class interventions and supports as well refining and improving targeted support for named individuals.

Our PEF strategy will include the following;

* Pupil Support worker for Numeracy to deliver small group interventions with identified children – priority P4 and P7.
* Pupil Support worker for ASD children to ensure support with social communication- this will include targeted support for literacy in P1 and P2.
* Numeracy PEF lead ( development post holder) \*\* Support and build teacher capacity
* Resource programmes that will support whole school improvements in reading , writing such as Bookbug additional resources, PM writing as well as specific targeted online support programmes including IDL ( spelling) and Readingwise( reading) .
* Provide high quality staff training to support improvements in Health and Wellbeing – Pivotal training ( Postiive relationships) and Reslience pack training for all teaching staff.
* Supporting identified PEF children to access residential experiences.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Williamston 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**  *(note any external supports e.g. Cluster, authority, RIC etc.)* | **By** | **Measures of Success**  *(include performance data, quality indicators and stakeholders’ views)* |
| **Raising attainment for all, particularly in literacy and numeracy:**  **Literacy &** Numeracy   * All pupils will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning focusing on improvements in Learning , Teaching and Assessment 2.3.   **Learning, Teaching and Assessment**   * To embed progressive assessment practice in Literacy, Numeracy and HWB. | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | **Numeracy**   * Implement Numeracy Action Plan including developing positive mindset for Maths. * Continue to embed Number talks and CPA * Identify Numeracy lead within school( PEF funded) * Lead learner develop programme of support for class teachers * Devise a Numeracy strategy/rationale for the Cluster.   **Literacy**   * Implement Literacy Action Plan including PM Writing resources introduced for P3-P7, P1-P2 Mighty writier. * Reading – Continue and extend use of Book Bug and develop guided reading across the school. * Genre based writing targets/PM Writing   **Learning Teaching and Assessment**   * Implement Action Plan for Learning Teaching and Assessment . * Develop shared of high quality learning , teaching and assessment in areas of literacy and numeracy. * Individual PRD targets are focussed on developing pedagogical practice |  | All staff have clear understandings  Almost all pupils, through focus groups, can clearly identify strengths and next steps for learning in feedback learning in Literacy, numeracy and HWB  At least 90% of observed lessons are good or above across all areas of the school.  At least 80% of stakeholders reporting agree or above in stakeholder survey L& T questions |
| **Closing the attainment gap between the most and least advantaged children:**  Through targeted interventions 90+ of our young are achieving Early Level by end of P1, First Level by end of P4, Second level by end of P7. | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | * Implement Numeracy ,Literacy & HWB Action Plan focussing on use of literacy interventions and approaches with identified groups * Ongoing data analysis of tracking and monitoring /assessment information with CT/Level groups/SLT to inform practice and interventions. |  | Targets achieved in CfE levels supported by ongoing tracking.  At least 90% of stakeholders involved in HWB interventions report positive impact in HWB impact review survey. |
| **Improvement in all children and young people’s wellbeing:**   * All young people experience a nurturing environment and positive supportive relationships that support learning. * All Young people in P1-P7 are able to self-report on their wellbeing to provide a baseline for future improvement * All children experience improved supports for HWB through One Trusted Adult steering group staff engaging professional enquiry and JYHS HWB policy progression engaged. | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | * Implement wellbeing self-assessment Action Plan led by Wellbeing Committee * Analysis undertaken with all stakeholders to identify required interventions / partnerships required |  | Focus groups of children and staff evaluating HWB curriculum /lessons leading to a 90% reported understanding of wellbeing indicators.  School programme and systems developed to support HWB needs of the wellbeing indicators at whole school, class and individual levels. |
| **Improvement in employability skills and sustained, positive school leaver destinations for all young people:**   * All learners will benefit from a rich curriculum that offers varied opportunities to develop skills for learning, life and work * Develop an effective approach to careers education and World of Work | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | * Implement DYW action plan including… * Each cluster school to carry out an audit of needs for digital skills, identify development of digital skills * DYW Lead learner to be identified. * Cluster strategy/rationale to be created by LLs. * Identify training needs from audit and deliver CLPL in each school. * All P7 learners using the online profile tool DYW to aid transition. |  | Monitoring of Teacher planning ,Whole school surveys and focus groups(pupil,staff,parents) highlight increasing use of links to DYW – skills, subjects and future career pathways.  Quality Assurance activities show that digital technology is being used across the curriculum to support and enhance learning. |