School Improvement Plan

2023-24

West Linton Primary School

"Learning together to achieve our best"

INTRODUCTION - School Improvement Planning 2023/24

This document outlines our identified priorities for Session 2023/24, which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2022/23. For more information on our performance, see our School Improvement Report 2022/23.

Self-Evaluation Summary

Identification of strengths and aspects for improvement involves knowing the impact of our work on learners.
Learners are at the heart of effective self-evaluation' -HGIOS 4? HGIOELC?

Strengths 2022-23
- We have exceeded our stretch aim in writing (88% of young people achieving expected pace) – 91% of our learners are on track or beyond in their learning in this area.   - In almost all pupil focus groups, young people reported enjoying the writing process and knowing their areas for improvement. This is shown in their attainment across the levels of learning.   - The majority of our pupils can see that the use of ipads has improved their learning, and a few are using the accessibility tools to support them. This has been due, in part, to the focus on using ipads to enhance teaching and learning. This was validated in West Linton being awarded their Digital Schools accreditation.   - By using data from the GWMP, we were able to identify trends across school and target assemblies to these areas and also target support to those young people who required further nurture. Almost all young people who attended the targeted nurture intervention scored themselves 70% or above for their enjoyment of the group.   - At the moment, 83% of our ELC 4 pupils are on track to meet expected levels by the end of Primary 1; as a result, early intervention and prevention groups have been identified so that intervention can be planned after the establishment phase of Primary 1.

	Short Term	**Medium Term**	**Long Term**
	**Areas for Improvement 2023-24**		
Learning, teaching and assessment assessment (incl. pedagogy, pathways and digital)	Alignment with the SBCWay. In writing practice consider how we give feedback to further improve pupil attainment.	Explore the SBCWay. Implement Showbie across P4-7 as a way of reporting to families.	Reflect on the SBCWay. Evaluate the use of Showbie for reporting to families.
Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)	Complete training in Nurture Principle 1. Align nurture data with impact on young people.	Complete training in Nurture Principle 4. Parent engagement to support understanding of Whole School and Targeted Approaches to Nurture.	Review Respectful Relationships Policy to reflect the Nurturing Principles and restorative practices.
Early Learning & Childcare	Continue to identify those pupils requiring support; use the leuven scale to assess engagement	Use the leuven scale to assess engagement consistently Use Showbie consistently and share with P1 teachers	Evaluate use of leuven scale for assessing engagement. Evaluate use of Showbie

Local authority priority: The #SBCway – a consistent BGE curriculum

QI	NIF Priority	SBC Framework	Intended outcome:
2.2, 2.3, 3.2	Attainment	LTA	To engage with, self-evaluate against and prepare to fully implement the #SBCWay in every school across the local authority. Engage and align!

Process			Progress Tracker		
		St. lead and key people	Timescale (Date)	Measures of Success	Review Date

1	**The #SBCWay**
	
	What we are going to do?
	4 phases of engagement and alignment across Session 2023/24. ALL schools must engage with all 4 phases although the level of engagement can differ. This must be agreed at Cluster level.
	Phases:
	   1. Oracy
	   2. Reading
	   3. Writing
	   4. Numeracy
	
	During each phase we will:
	• **engage in evaluation of the new materials**
	• **compare with existing pathways, assessments and programmes/structures**
	• **identify what are the key priorities for change at Cluster/School levels**
	• **Trial/experiment with an aspect of the new resource**
	• **Reflect on learning, feedback etc for the phase and share with central lead team.**
		QIO
		
		Cluster Leads
		
		All HTs
		
		All School staff (at appropriate levels depending on role)
			Whole Authority via Teams>
			2hrs per In-set days:
			14th Aug
			October
			February
			May
			= 8hrs
			
			10 hours WTA
			2 x 1.5 hours per sprint
				To complete 4 Alignment Sprints, each answering the reflective questions:
				How do current practices align with new approach?
				How do current practices differ from new approach?
				What support is required to be ready to adopt new approach?
				
				Each sprint to comprise of:
				• 1 x cluster HT engagement day
				• 3hours of Staff meetings/ CAT sessions
				
				Additional 'all-schools' engagement at each In-set day
				
				Alignment Sprint 1: Oracy (Aug – Oct)
				Alignment Sprint 2: Reading (Oct – Dec)
				Alignment Sprint 3: Writing (Jan – Feb)
				Alignment Sprint 4: Numeracy (Mar – April)
					Sprint 1 = Oct 23
					
					Sprint 2 = Dec 23
					
					Sprint 3 = Feb 24
					
					Sprint 4 = Apr 24

	Why we need to do it? • To achieve equity and equality of educational offer and experience no matter the learning setting a child/young person attends. • To support our staff to be able to know what to teach and how it can be effectively taught across Literacy, Numeracy and Health and Wellbeing in the BGE. • To achieve consistency across the local authority in terms of what and how children and young people learn.			

Priority 1: Learning, teaching and assessment (incl. pedagogy, pathways and digital)

QI	NIF Priority	SBC Framework	Intended outcome:
			To maintain improved outcomes in writing (stretch aim 89% achieved at P1, P4, P7) through engagement with digital technologies and the SBCWay
2.3, 3.2	Attainment	LTA	

Process			Progress Tracker	
	Strategic lead and key people	**Timescale (Date)**	**Measures of Success (What is the impact of the improvements for learners?)**	**Review Date**
1 What we are going to do? Continue developments in Improvement groups for: - Writing - Digital Technologies - Improvement Teams will develop action plans based on 2022-23 work and next steps. - Triangulation of People's Views, Direct Observation and Data to inform next steps related to impact on learners. Why we need to do it? - To maintain improved outcomes for learners in writing (Stretch aim 89% achieving at early/ first/ second level)	Lynn Meah Ari Wallace Improvement Groups & HT/ DHT	Ongoing Action Plans complete by Sept '23	- Staff confidence (baseline and end of session questionnaire) - Writing Attainment Data on track to meet stretch aims at P1, P4 & P7 - P4-7 staff using Showbie to report to parents - Pupil confidence survey in digital technologies (baseline and end of session during Whole Pupil Voice Assembly)	

	- To enhance teaching, learning and assessment through the use of digital technologies				

Priority 2: Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)

QI	NIF Priority	SBC Framework	Intended outcome: To improve children and young people's readiness to learn through partnership with parents and engagement with research.		
3.1	Health & Wellbeing	Inclusion			

Process				Progress Tracker	
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Date Reviewed
1	What we are going to do. - Review Respectful relationships policy	Alex Volpe Marion Butler HT/ DHT	October 2023	GWMP data used as baseline and improved by June '24 Parent Council to ratify policy with feedback	
	Why we need to do it. - To align with priorities and development in Nurture/ Restorative Practices (as part of the SBCWay)				

2	What we are going to do. - To align, explore & reflect on the data we collect and use for assessing wellbeing and nurture Why we need to do it. - To ensure it is fit for purpose and that the pupils requiring support are targeted. - To ensure that the data we have impacts positively on our learners mental and emotional wellbeing.	Nurture Improvement Group HT/DHT	Ongoing	Health and Wellbeing tracked during attainment meetings Teacher confidence in assessing RoA HWB (Questionnaire baseline at the beginning of school year and in June). Pupil feedback from nurture groups (Boxall and GWMP)	
3	What we are going to do. - Training in Nurture Principles 1 & 4 - Embed Whole School Approach to Zones of Regulation Why we need to do it. - To ensure a holistic understanding of all 6 nurture principles across the staff team - To ensure nurturing principles are embedded to support readiness to learn and wellbeing	DHT/ HT All staff	August Inservice February Inservice	Class Visits Self evaluation tool comparison	
4	What we are going to do. Develop Parent understanding of the Nurture Principles including: - Whole school approaches to nurture	DHT/HT Ed Psych	Term 4	Parent baseline re: nurture principles Follow up after parental engagement session	

- Targeted approaches to nurture Why we need to do it. - To increase understanding of how we support young people to be included, engaged and achieving - To work in collaboration to ensure a consistent approach				

Priority 3: Early Learning & Childcare

QI	NIF Priority	SBC Framework	Intended outcome:
			To have a consistent approach and language in partnership with parents when discussing engagement and participation at Early and pre-early level.
2.3, 3.2	Attainment	LTA	

Process			Progress Tracker	
	Strategic lead and key people	**Timescale (Date)**	**Measures of Success (What is the impact of the improvements for learners?)**	**Date Reviewed**
1 What we are going to do. - Use Leuven Scale to assess engagement and participation for all learners Why we need to do it. - To ensure a consistent approach and language when observing learning & development	Cheryl Lister/ DHT	Ongoing	Embedded in observation of significant learning Discussed at Attainment Meetings with DHT/ HT	
2 What we are going to do. - Develop use of Showbie to enhance parental engagement with app. - ELC staff to complete Action Plan based on feedback and next steps	Nicole McGrath/ Meghan	Ongoing	Parent baseline and follow up Staff confidence rating	

| | Why we need to do it.

- To support communication
- To enhance teaching, learning and assessment
- To report effectively to parents | Murray/
DHT | | | |

Ongoing Improvements 2023-24				
Process			Progress Tracker	
	Improvement	Strategic lead	Measures of Success	Expected completion date
1	1+2 Languages	Jenni Curson	Engagement of staff in professional learning in 1+2 Languages	June 2024
2	Emerging Literacies	Louise Gilmour	Sharing session re: where we are now (Whole School Approaches)	Term 3
3	Outdoor Learning	Mairi Maxfield/ DHT	Continued use of polytunnel and peace garden	Summer Term
4	Maths and Numeracy	Cathie Todd	Continued use of CPA methodology	Ongoing