



# School Improvement Plan

## 2024-25



**West Linton Primary School**

*"Learning together to achieve our best"*

# INTRODUCTION - School Improvement Planning 2024/25

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This document outlines our identified priorities for Session 2024/25, 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 2023/24. For more information on our performance, see our School Improvement Report 2023/24.

## Self-Evaluation Summary

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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?

<b>Strengths 2023-24</b>
<ul style="list-style-type: none"><li>• All staff have engaged in SBCWay; some have piloted new planning materials and resources in classrooms.</li><li>• Staff have been trained in Voice 21 strategies for developing talking and listening through clear and planned opportunities.</li><li>• P5-7 pupils have used Portfolios in Showbie to share learning with parents; school reports were also shared there.</li><li>• ELC parents have all engaged with Showbie for correspondence purposes.</li><li>• Attainment continues to be high with the majority of children meeting or exceeding national benchmarking standards.</li><li>• Respectful Relationships Policy and Establishment Statement aligned with School Vision and Values, ratified by Parent Council and developed with staff and pupils.</li><li>• Zones of Regulation embedded in almost all classes.</li><li>• ELC staff have created and engaged with a Quality Interactions Charter to support ongoing improvement in this area.</li></ul>

<b>Areas for Improvement 2024-25</b>			
	<b>Short Term</b>	<b>Medium Term</b>	<b>Long Term</b>
<b>LA - SBCWay Breakthrough Curriculum</b>	Implement SBCWay Planning formats and materials. Whole school to use Showbie for reporting on portfolios.	Use SBCWay assessments and track impact of approaches during tracking & monitoring meetings.	Continue to use technology to support communication, reporting and evaluate this with stakeholders.
<b>Raising Attainment &amp; Achievement</b>	Audit current provision for wider achievement in local community & with stakeholders.  Increase potential for pupil leadership through OPaL Groups.	Track and monitor wider achievements across whole school to identify who requires targeted wider achievement opportunities  Create and implement action plans for each OPaL Group.	Evaluate wider achievement opportunities i.e. success of tracking system, opportunities available for pupils etc.  Evaluate pupil developments and engagement
<b>Early Learning &amp; Childcare</b>	Establish similar tracking and monitoring cycle for ELC  Have initial discussions with P&V settings re: tracking attainment.	Work closely with 0.1 teacher, P&V settings and ELC to support young people to remain on track to achieve Early Level by end of P1	Home school link worker to support families where required  Evaluate using measures of success e.g. pupils transitioning to school on track.

# Local authority priority: The #SBCway – a BREAKTHROUGH curriculum

QI	NIF Priority	SBC Framework	Intended outcome:			
2.2, 2.3, 3.2		LTA	Learners across all schools and settings will benefit from a consistent Literacy, Numeracy and H&WB curriculum. Attainment in Literacy, Numeracy and H&WB will increase. All schools and settings will engage with the #SBCway STEM curriculum offer.			
Process			Progress Tracker			
		St. lead and key people	Timescale (Date)	Measures of Success	Review Date	
1	<b>#SBCway BREAKTROUGH curriculum</b>  What are we going to do? <ul style="list-style-type: none"> <li>From August 2024, all schools and settings will implement the components of the new BREAKTHROUGH curriculum.</li> <li>Based on self-evaluation, clusters/schools will determine the order of implementation over a maximum of 2 years, agreeing how much time to allocate to each subject.</li> <li>Using the attached project plan, clusters/schools will ‘map out’ their implementation using the ‘Sprint’ approach.</li> <li>For each Sprint, clusters/schools will adopt the attached subject implementation plans. Each plan sets out the essential ‘ingredients’ of implementation. Based on self-evaluation, clusters/schools will identify which ‘ingredients’ they are missing. The final ‘recipe’ will provide schools with a clear improvement plan for the individual subject area.</li> </ul>		QIO  Cluster Leads  All HTs  Designated SLT  All School staff	Start = August 2024  Final deadline = August 2026  Implementation cycle = 10 sprints of 6 weeks  WTA hours set according to ‘Implemen	<b>Outcome measures</b> By August 2026, all school and settings have implemented and are using the full #SBCway BREAKTHROUGH curriculum for Literacy, Numeracy and H&WB. Reported pupil attainment for each subject area will support evidence of impact. Audits of school / staff confidence for each subject area will support evidence of impact.  <b>Process measures</b> Schools and settings will be able to evidence implementation of the 4-part curriculum: <ul style="list-style-type: none"> <li>- Methodology</li> <li>- Pathways</li> <li>- Assessment approaches</li> <li>- Structure / Delivery</li> </ul> Clusters / schools will evidence action against the #SBCway ‘implementation plans’ for each curriculum subject; Listening & Talking, Reading, Writing, Numeracy & Maths, H&WB.	Check-in 1 Oct 2024  Check-in 2 Dec 2025  Check-in 3 Feb 2025  Check-in 4 Apr 2025  Check-in 5 Jun 2025  Check-in 6 Oct 2025  Check-in 7 Dec 2025

<ul style="list-style-type: none"> <li>Clusters/schools will use the implementation plan and <i>#SBCway Pedagogy Team</i> content over the agreed Sprint period.</li> </ul>		<p>tation plan' ingredient s</p>	<p>Clusters / schools will evidence action against the <i>#SBCway STEM engagement</i> plan.</p>	<p>Check-in 8 Feb 2026</p> <p>Check-in 9 Apr 2026</p> <p>Check-in 10 Jun 2026</p>
<p>Why we need to do it?</p> <ul style="list-style-type: none"> <li>To achieve equity and equality of educational offer and experience no matter the learning setting a child/young person attends.</li> <li>To raise attainment in Literacy and Numeracy by ensuring quality pedagogy.</li> </ul>				

## Priority 2: Raising Attainment and Achievement

QI	NIF Priority	SBC Framework	Intended outcome:			
3.2, 1.3	Attainment	Learning, teaching & assessment	To ensure all young people have access to a wider achievement offer To empower young people to develop leadership skills and to have a say in the quality of their school provision (and to improve and develop it further).			
Process					Progress Tracker	
			Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Review Date
<b>1</b>	What are we going to do? <ul style="list-style-type: none"> <li>- Work with partner organisations to enhance exposure to club/ wider achievement availability in the locality through a whole school assembly.</li> <li>- Work with partners organisations to track wider achievements opportunities through better communication.</li> <li>- Work with LIVE Borders staff to track sporting engagement.</li> <li>- Develop a whole school tracking system to ensure that all young people have access to a wider achievement offer.</li> <li>- Where there is no opportunities for wider achievement; school staff will work with partners to develop these for targeted individuals and groups.</li> </ul>		DHT/ HT/ Class Teachers/ Community Partners/ Live Borders/ Active Schools	Sept 2024  Sept 2024  Aug Inservice  Ongoing throughout school year	<ul style="list-style-type: none"> <li>- Baseline survey to all parents/ pupils re: clubs/ organisations.</li> <li>- Increase in pupils attending community groups/ Active Schools opportunities.</li> <li>- Tracker will be used each term to target pupils who have no wider achievements recorded.</li> <li>- By the end of the school year, all young people will have engaged in at least two wider achievement opportunities.</li> </ul>	

	<p>Why we need to do it?</p> <ul style="list-style-type: none"> <li>- To ensure that all young people receive their entitlement to both attainment &amp; achievement</li> <li>- To establish leadership at all levels (including pupils)</li> <li>- To support the development of a range of skills in our young people that goes beyond the classroom.</li> </ul>				
2.	<p>What are we going to do?</p> <ul style="list-style-type: none"> <li>- Create Our Pupil as Leaders Groups (OPaL)</li> <li>- Create action plans for each group to lead aspects of improvement and to develop the school. (see actions plans for each leadership group)</li> <li>- Use protected assembly times and occasional brunch meetings to complete work in the action plan.</li> <li>- Each OPaL group to share their work so far at one protected assembly time so that all pupils are involved in all developments.</li> </ul>	<p>HT</p> <p>Class teachers &amp; pupils</p> <p>Pupils</p>	<p>Launch 5<sup>th</sup> Sept</p> <p>November</p> <p>Ongoing throughout the school year</p> <p>Ongoing throughout the school year</p>	<ul style="list-style-type: none"> <li>- Pupils will be able to identify leadership skills and attributes through a questionnaire (baseline in September, follow up in June)</li> <li>- Pupils will enjoy the opportunity to develop the school</li> <li>- OPaL Group action plans will be completed with impact tracked using measures of success.</li> </ul>	

## Priority 3: ELC–P1 Learning pathways

QI	NIF Priority	SBC Framework	Intended outcome:			
2.3	Attainment in Literacy & Numeracy	Inclusion	To improve attainment in ELC – P1 through direct intervention in ELC 3 & 4 and in partnership with P & V Settings.			
Process			Progress Tracker			
			Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Date Reviewed
<b>1</b>	What we are going to do. <ul style="list-style-type: none"> <li>- ELC attainment &amp; tracking meetings to follow similar format to P1.</li> <li>- SBC trackers to be embedded</li> <li>- Regular meetings with P&amp;V settings re: attainment and progress (for those pupils intending to transition to WLPS)</li> <li>- Young people who are not on track to achieve early level by the end of P1 to have targeted work completed to support their development (through play based learning opportunities)</li> <li>- 0.1 teacher to support intervention where further support is required.</li> <li>- Home School Link Worker to work with families where support from home is required to meet national expectations.</li> </ul>		HT/ DHT/ EYO/ P&V Leadership Teams/ 0.1 Teacher/ EYT	4 x per yr  From Aug Ongoing  Term 3  Term 3  Term 2 & 3	Data rich ELC environment  P&V baseline and end of session questionnaire impact of partnership working.  Almost all young people will transition into Primary 1 on track in literacy & numeracy  EYO and 0.1 teacher progress trackers  Evaluations of support	



	<p>Why we need to do it.</p> <ul style="list-style-type: none"><li>- To ensure almost all pupils achieve early level by the end of Primary 1</li></ul>				
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## Ongoing Improvements 2024-25

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success	Expected completion date
<b>1</b>	Outdoor Learning	Mairi Maxfield/ DHT	Continued use of polytunnel and peace garden	Summer Term
<b>2</b>	Maths and Numeracy	Cathie Todd	Continued use of CPA methodology	Ongoing
<b>3</b>	Digital Technologies	Ari Wallace	Blogs, Digital skills and flag	Ongoing
<b>4</b>	Literacy	Lynn Meah & Asha Motley	Spelling, Voice 21, Writing	Ongoing
<b>5</b>	Whole School Nurturing Approaches	Alex Volpe & Marion Butler	Next steps in Action plan to be discussed and completed	See Action Plan