

BELLSQUARRY PRIMARY SCHOOL IMPROVEMENT PLAN

2019-2020



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

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](#))

Transforming Your Council

Corporate Plan

Education Services Management Plan

West Lothian Parental Involvement and Engagement Framework

Increased entitlement to early years' provision

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



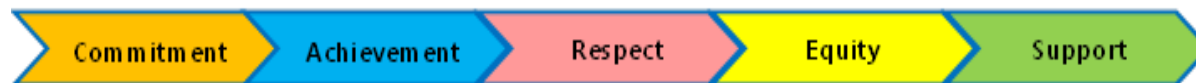
Bellsquarry Primary School and Nursery Class – Vision, Values and Aims

“Learn, believe and you will succeed”

Vision Statement

At Bellsquarry Primary School and Nursery Class we are committed to providing a safe, happy and nurturing environment for our children to learn and feel valued. We include others and each individual’s uniqueness is celebrated. We endeavour to ensure our children develop life-long skills which are meaningful, relevant and enjoyable. We aspire for our children to be the best version of themselves and try their very best every day.

We promote our CARES Values:	Values Statement	Our Aims
Friendship & Kindness	Through friendship and kindness, Bellsquarry CARES.	<p>Learning and Teaching</p> <ul style="list-style-type: none"> • To ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences • To ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence • To provide the highest quality of learning and teaching experiences that enable young people to enjoy their education and develop positive attitudes towards learning
Commitment	We are committed to trying our very best so that we can reach our goals.	<p>Vision and Leadership</p> <ul style="list-style-type: none"> • 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 • To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children
Achievement	We aim to share and celebrate our achievements in school and in our wider community.	<p>Partnership and People</p> <ul style="list-style-type: none"> • To provide effective support systems for all learners which promote personal and social development and underpin academic achievement • To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community • To provide pupils with opportunities to develop knowledge and understanding in relation to their duties and responsibilities of citizenship in a democratic society • To promote an ethos of self-evaluation for all leading to whole school improvement
Respect	We all respect one another. Respect helps us to build trust, to feel safe and to express ourselves.	<p>Culture and Ethos</p> <ul style="list-style-type: none"> • To provide a welcoming, safe, caring and healthy environment in which each learner is valued and supported • To improve the quality of educational experiences for learners through a programme of continuing professional development for all staff • 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
Equity	We aim to make sure everyone receives what they need to be successful.	
Support	In our school family we all support each other to be the best that we can be.	





Bellsquarry Primary School
Curriculum Rationale
and CFE Design

- Learning at Bellsquarry PS happens when:
- Children lead their own learning
 - Children are actively involved
 - Opportunities are given to work independently and collaboratively
 - Children are engaged and purposeful
 - Learning is experiential and active
 - We use the natural environment and outdoors whenever possible

We work in Partnership with

PUPILS STAFF
PARENTS + CARERS COMMUNITY
CLUSTER SCHOOLS
PARTNER AGENCIES CHAPLAINCY TEAM

Links being made across the Curriculum:

Health and Wellbeing
 Literacy
 Numeracy
 Sciences
 Social Studies
 Technologies
 Expressive Arts
 Religious + Moral Education

Our Curriculum takes account of the Principles of Curriculum design:

Challenge and Enjoyment
 Breadth
 progression
 Depth
 Personalisation + Choice
 Coherence
 Relevance

The four Capacities of the Curriculum for Excellence:

Successful Learner Confident Individual
 Effective Contributor Responsible Citizen

Pupil Voice is an integral part of our school through our pupil leadership

Children's wellbeing and rights are at the heart of everything we do

We recognise our pupil achievements through weekly assemblies, our recognition boards, our rewards system and house points. We share learning and achievements through Twitter

Our Curriculum takes account of the four Contexts for learning:

The ethos and life of the school as a community
 Curriculum areas and subjects
 Interdisciplinary learning
 Opportunities for personal achievement

Learn, believe and you will succeed

Contextual Data Analysis and Rationale for 2019/20 SIP

a) Background

Bellsquarry Primary School is a non-denominational school and serves the area of Bellsquarry and Murieston in Livingston. Bellsquarry is one of the least deprived schools in West Lothian and is ranked 63/67 (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 for 3-5 year olds only. The Head Teacher was appointed in January 2015 and the Principal Teacher appointed in August 2017. In the last four years literacy, numeracy, personalised support and parental engagement have been the core features of the school's improvement work. Children, staff and stakeholders feel valued and respected. 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. The school roll of June 2019 was 193 pupils. We have good attendance overall in school with an average of 96.47% against the authority average of 94.49%. The majority of unauthorised absences can be attributed to parental holidays within term time.

b) 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 almost all 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 with some achieving beyond national expectations. 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. Those children identified with additional support needs are making positive progress within their individual milestones and are supported well in their learning journey. There are also many children, at all stages, who are exceeding expected levels of attainment. A focus of improvement is to ensure that all children achieve their potential through appropriate support and challenge in their learning.

c) 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 numbers who are not '*on track*' or achieving expected attainment levels, the identified children experience gaps due to ASD, speech and language impairments, physical or motor impairment as well as other learning disabilities. Adverse Childhood Experiences have had a significant impact on the attainment of a small number of children across all classes. Characteristics of these children can include poor self-esteem, de-motivation, poor resilience, lack of self-regulation and the inability to form positive relationships, often resulting in learning progress being impeded for those individual children.

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 3, 5 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.

- 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.
- Our PEF interventions aim to improve attainment in literacy and numeracy, based on a firm foundation of health and wellbeing.

d) 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 to deliver Nurture groups
- Pupil Support worker for ASD children to ensure support with social communication
- Literacy Development post – To support whole school improvements in reading, writing such as PM writing and reading.
- Support improvements in Health and Wellbeing – Pivotal training (Positive relationships) and Resilience pack training for all teaching staff - resources

Bellsquarry Primary School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	Proposed Actions <i>(Note any external supports e.g. Cluster, authority, RIC etc.)</i>	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all, particularly in literacy and numeracy: <u>Literacy & Numeracy</u></p> <ul style="list-style-type: none"> All pupils experience high quality numeracy teaching by engaging practitioners 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. <p><u>Learning, Teaching and Assessment</u></p> <ul style="list-style-type: none"> To embed progressive assessment practice in Literacy, Numeracy and HWB. 	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>Numeracy Implement Numeracy Action Plan Identify Numeracy lead within school Lead learner develop programme of support for class teachers Devise a Numeracy strategy/rationale for the Cluster.</p> <p>Literacy Implement Literacy Action Plan including PM Writing resources introduced for P2-P7, P1 Mighty Writer. Reading – develop the 'balanced reader' across the school through use of PM reading resource. Genre based writing targets/PM Writing</p> <p>Learning Teaching and Assessment Implement Action Plan for Learning Teaching and Assessment. Develop sharing of high quality learning, teaching and assessment in areas of literacy and numeracy. Individual PRD targets are focussed on developing pedagogical practice</p>	HT PT Literacy Lead Teaching Staff	<p>All staff have clear understandings</p> <p>Almost all pupils, through focus groups, can clearly identify strengths and next steps for learning in feedback learning in Literacy, numeracy and HWB</p> <p>At least 90% of observed lessons are good or above across all areas of the school.</p> <p>At least 80% of stakeholders reporting agree or above in stakeholder survey L& T questions</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>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.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p>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.</p>	HT PT CTs PSWs	<p>Targets achieved in CfE levels supported by ongoing tracking.</p> <p>At least 90% of stakeholders involved in HWB interventions report positive impact in HWB impact review survey.</p>
<p>Improvement in all children and young people's wellbeing:</p> <ul style="list-style-type: none"> 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. 	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p>Implement wellbeing self-assessment Action Plan led by Wellbeing Committee Analysis undertaken with all stakeholders to identify required interventions / partnerships required</p>	H&WB Champion to lead	<p>Focus groups of children and staff evaluating HWB curriculum /lessons leading to a 90% reported understanding of wellbeing indicators.</p> <p>School programme and systems developed to support HWB needs of the wellbeing indicators at whole school, class and individual levels.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> 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 	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p>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.</p>	HT PT CTs	<p>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.</p> <p>Quality Assurance activities show that digital technology is being used across the curriculum to support and enhance learning.</p>