

LIVINGSTON VILLAGE 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 Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation

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



Vision, Values & Aims statement



School Motto - Learn Value Persevere Succeed

Vision - We are committed to and passionate about our school. We will work together to create a thriving community where all children can achieve their greatest potential. We will go all out to make sure our relationships are based on trust, equality and fairness. And as a team, we will give of our best as we develop knowledge and skills for life, learning and work.

Values - Perseverance Respect Aspiration Compassion Equality

Aims

- Encourage a welcoming, caring environment where everyone can flourish, be valued, feel respected.
- Deliver world class learning and teaching, enabling pupils to engage, develop resilience and build positive attitudes to learning and life.
- Promote and develop leadership throughout the school.
- Champion effective partnership working with home, agencies and the wider community.
- Empower our children to impact change through understanding local and global issues.

LIVINGSTON VILLAGE PRIMARY SCHOOL

Learn

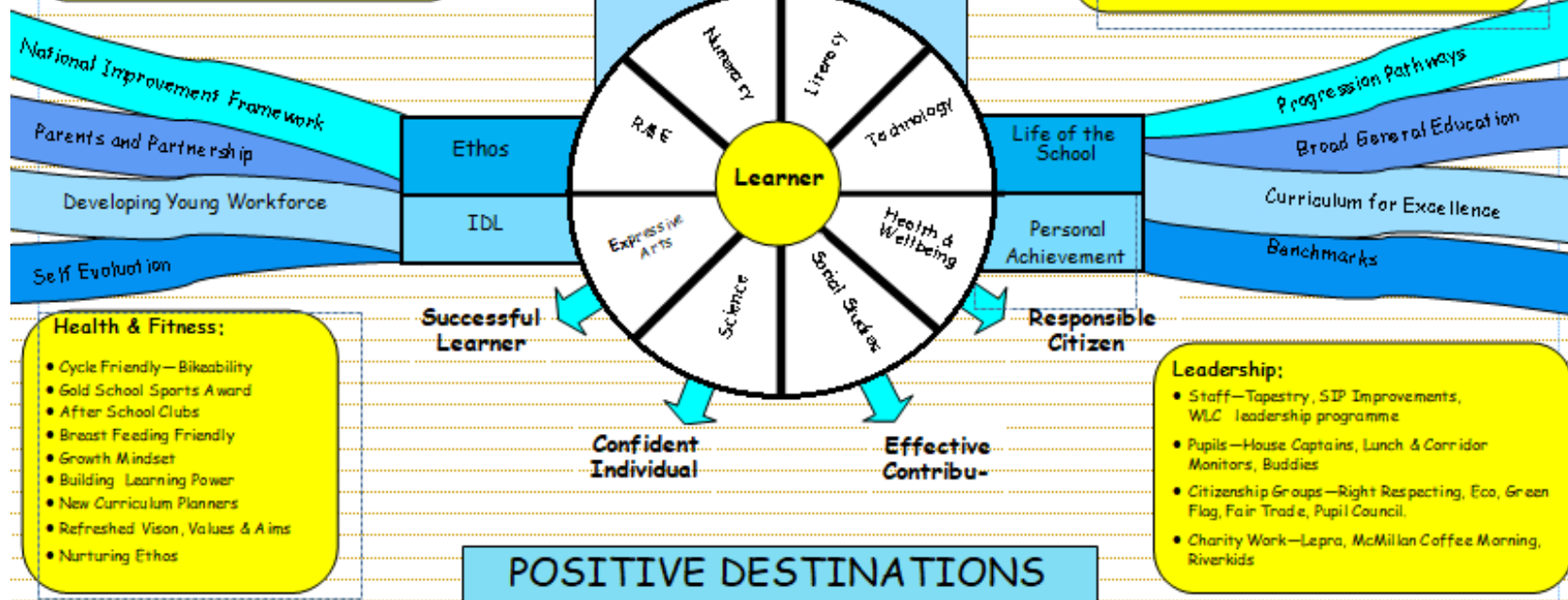
Value

Persevere

Succeed

- Strengths:**
- Strong Sense of Community—local environment
 - Enthusiastic capable staff
 - Positive Relationships—Restorative Practice
 - Fully Engaged Parents & Carers
 - Effective Cluster Working

- Raising Attainment:**
- Reading Culture—Reading Champions, ERIC TIME, Refreshed Library
 - Read Write Inc
 - Number Talks, SEAL & White Rose Maths
 - PATPALS
 - Targeted Interventions—PEF
 - Whole School Resilience Training



LOOKING INWARD

LOOKING OUTWARD

LOOKING FORWARD

Contextual Data Analysis and Rationale for 2019/20 School Improvement Plan

a) Background

The Head Teacher was appointed in August 2017 and two Acting Principal Teachers in January 2019. For the past two years renewing the schools vision, values and aims and creating a curriculum rationale while raising attainment in numeracy and reading have been the core features of the school's improvement work. Alongside this the school has worked hard to build positive relationships with pupils, parents and staff. The school had a positive validation of its work by West Lothian Council in March 2019. The VSE team found the following strengths in the school's work; the creation of a culture where everyone is valued, respected, consulted and included in helping the school improve; new Vision, Values & Aims ensuring there is a shared commitment to achieving the highest possible standards and successes for all learners; happy, confident and caring children who are eager to learn and almost all children attaining appropriate levels with a few exceeding these.

b) Data

Our data shows that overall, attainment in literacy and numeracy is very good. By the end of P4 and P7 most children attain the appropriate CfE levels in reading, writing, listening & talking and numeracy. By the end of P1 most children attain the appropriate CfE levels in reading, writing and numeracy with almost all attaining in listening & talking. The senior leadership team along with staff have identified the need to further improve the quality of children's writing and their ability to write for different purposes. With a consistent focus on numeracy through planned school improvement priorities children's attitudes and understanding of number and number processes will continue to be developed.

c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

A number of our identified children experience gaps due to their additional support needs, early life experiences and ongoing family issues. Our target groups will be for identified children who experience barriers in literacy and numeracy, as well those in quintiles one, two and three who require support. Approximately 12.76% of pupils across the school have Additional support needs. Their barriers to learning are complex in some instances and while there is no single cause, confidence, mental wellbeing, behaviour, focus and concentration are contributing factors. It is recognised that there is scope for improving their experiences within a highly differentiated and tailored curriculum as well as individual/small group targeted support.

d) Summary/overview of proposal & non-negotiable outcomes

All staff will engage in CLPL sessions led by the Literacy & English Pedagogy Officer, looking at effective pedagogy in writing for different purposes and embed the use of WL writing target sheets. Staff will focus on improving the use of effective feedback and will be trained and use PM writing as a core resource in order to build consistency across the school.

Pupil Support Workers will be retained to provide focussed literacy and numeracy interventions with P1 & P2 and targeted children throughout the school. P1 & P2 will be supported through Language Link and Read Write Inc. Targeted pupils in P6 will do the Fresh Start Intervention and ASN teacher will support specific individuals meeting their varied needs. Numeracy intervention group will continue to support individuals using Number Talks and SEAL. Selected staff will engage in Winning Scotland Foundation's Mindset Mathematics Masters Accredited programme as part of our continued effort to raise attainment in Numeracy.

The Development Officer for Early Years will support staff to analyse the language needs of children in ELC using the data from the WLC ELC tracker and close the language gap for a small group of targeted children. Early Years staff will increase their knowledge and understanding of executive function and help children to develop these skills to improve overall attainment.

Livingston Village Primary- 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	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all, particularly in literacy and numeracy: Almost all children across the school are attaining appropriate CfE levels in writing and an increasing number exceed these.</p> <p>All children receive regular, well planned learning experiences in writing across the four contexts of learning. Children are able to confidently write for a variety of purposes using 9 genres of writing.</p> <p>Almost all children across the school are attaining appropriate CfE levels in Numeracy and an increasing number exceed these.</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Staff attend further CLPL on 9 genres for writing and are able to explicitly teach the main features confidently Through consultation, agreement is reached on pedagogical approaches and the use of core resources to ensure consistency and progression across all levels Embed the use of WL progression pathways and genre writing targets Staff and pupils make better use of effective feedback strategies SLT & 2 staff take part in Winning Scotland Foundation's Mindset Mathematics accredited programme Identified CLPL sessions focus on improving mathematical mindsets of all children. Staff to cascade information. 		<ul style="list-style-type: none"> Attainment in writing across the school remains above 90% and in P2,3 & 6 exceeds 87% Staff confidence impact surveys show 50% increase in confidence in teaching 9 genres for writing Almost all writing lessons are good or above Average Attainment in numeracy across the school remains above 89% and exceeds this for the majority of year groups Second level pupils report increased confidence with numeracy
<p>Closing the attainment gap between the most and least advantaged children: Through targeted interventions identified children's reading ages will be the same as their chronological age.</p> <p>15% gap between Q1,2 & 3 pupils achieving expected CfE levels in Numeracy.</p>	<input type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Implement PEF Numeracy Action Plan focussing on use of SEAL approaches in the early years and maths recovery with identified groups Continue Literacy interventions with Read Write Inc, Language Link & Fresh Start Identify children in ELC with language gaps and offer interventions. See ELC Literacy Action Plan 		<ul style="list-style-type: none"> RWInc assessments evidence targets achieved Targets achieved in CfE levels supported by ongoing tracking Renfrewshire Vocabulary Test, box Clever screener, Wordboost assessments
<p>Improvement in all children and young people's wellbeing: School community has a shared understanding of wellbeing and relationships are very positive and founded on a climate of mutual respect.</p> <p>Children are active participants in discussions and decisions which may affect their lives.</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Continue consultation on Positive Relationships, revise school's behaviour policy (including Anti Bullying policy) and refresh school's handbook Create vertical consultation House Groups to share views on aspects of school life, participation and engagement Create scripts to be used by all staff dealing with negative behaviour Embed Mental Health Strategy 		<ul style="list-style-type: none"> Pupil surveys show 20% increase in participation and engagement. 25% increase in pupils actively participating in decision making processes in school Number of Incidents recorded on SEEMIS and in Pupil Incident log decrease by 20% Pupil mentors successfully resolve 50% of low level incidents in playground
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>There is an increased awareness of and engagement with the Career Education Standard in school.</p> <p>Employability skills are developed in a progressive way across the curriculum.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Focus group led by PT, to create and implement DYW action plan All staff engage with DYW professional reading Refresh skills progressive framework for DYW from Early to Second level 		<ul style="list-style-type: none"> Focus groups highlighting an increasing awareness and use of links between skills, subjects and future career pathways Pupils are able to talk about skills needed for life and work Increase numbers of visitors to school to talk about work

