

LIVINGSTON VILLAGE PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN RECOVERY PHASE PLAN

2020 / 2021



Factors Influencing the Improvement Plan

School Factors

Change in Leadership Team
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 Guidance – 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
Continuation of Phased Implementation of 1140 hours ELC

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?
National Standard for ELC
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Realising the Ambition
Child Protection Procedures
GTCS standards and professional update



School Motto

Learn Value Persevere Succeed

Vision

We are committed 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

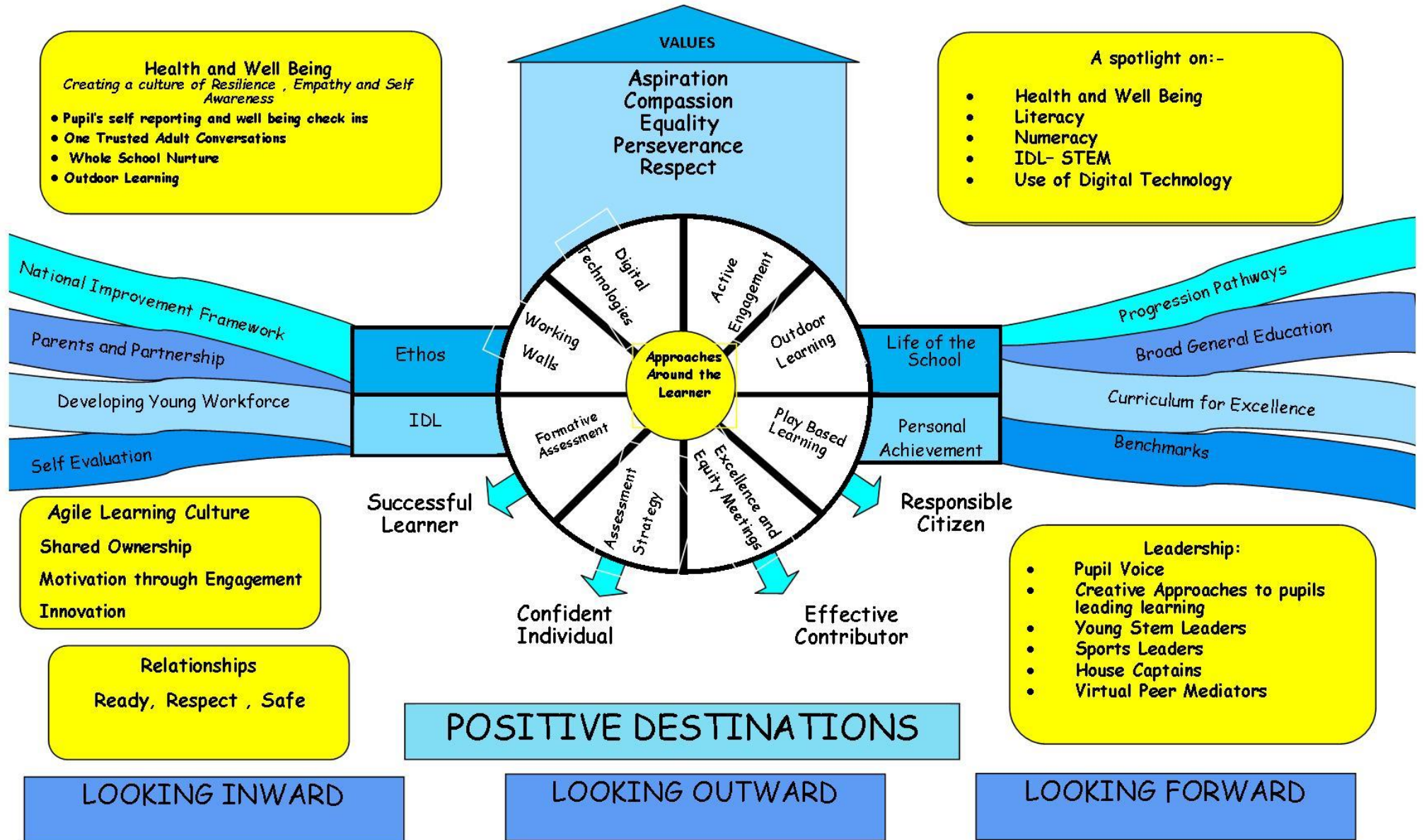
Aims

- Encourage a welcoming, caring environment where everyone can flourish, be valued, feel respected.
- Deliver excellence in 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 RECOVERY CURRICULUM RATIONALE

Learn Value Persevere Succeed



Contextual Data Analysis and Rationale for 2020/21 School Improvement Plan (August 2020)

a) Background

Livingston Village Primary School is a non-denominational school serving its local community and is part of the Inveralmond Learning Cluster. Our current roll is 198 primary children in 8 classes from Primary 1-7 and a 48/48 nursery.

Our vision, values and aims are central to all that we do and have given us a shared understanding and a collective commitment to what we want our school to be like and what we want to achieve for our young people. Our restorative behaviour practices continue to have a huge impact, building positive relationships and a culture where everyone feels valued. Our school is a safe place where mistakes are valued and effort is praised. We place mental well-being high on our agenda and have been working hard to develop lifelong resilience skills, giving people the tools to deal with the ups and downs of life. We introduced vertical consultation groups in school to enable all pupils to share their views on aspects of school life.

We also have a wide variety of afterschool clubs with a strong focus on sports which is supported by the School Sport's Committee led by our captains and attended by class representative from throughout the school. We are working on achieving our fourth Gold School Sports Award which no other school in Scotland has achieved and we continue to strongly promote girls in sports with mixed teams for all of our school teams. The House Points system is extremely successful and is run by our House Captains and Vice Captains. We have a Pupil Council who support and contribute to the life and work of the school. We have attached to the school a Community Wing and a Little Villagers after school club. The school has a good relationship with the Cluster Schools, local community, and the local church.

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. Whole school results for writing are high but remain the lowest of all our results at 91.41%. Spelling results (SWST) continue to show a decrease in levels of attainment and as we have high expectations, we will focus our energies on turning this around. Staff and SLT will work alongside the Literacy & English Pedagogy Officer to reach agreement on pedagogical approaches to spelling and the use of core resources to ensure consistency and progression across all levels. Staff will attend training on Reciprocal Reading with the view to focus on a small test of change in P4 class to see if we can improve reading comprehension results in the SNSAs. Cluster analysis of SNSA data show reading comprehension levels are poor across the cluster and currently only 83.33% of P4 pupils are on track in Reading. We hope with well-placed interventions to address this. We have 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. Some staff will engage in Maths Recovery training with the view to better support targeted interventions with a small number of learners. The whole school data for Numeracy & Maths shows an increase of 1.42% to 91.92%.

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 four and five who require additional support. We will continue to support our Quintile 1, 2 & 3 children to maintain their high levels of attainment – 100%. Approximately 18.88% of pupils across the school have Additional support needs. This is an increase of 6% over last year. 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 reading comprehension and to embed the use of WL Literacy target sheets. Staff will focus on improving the use of effective feedback and will be trained and use Reciprocal Reading strategies across the whole school in order to build consistency. P4 has been identified for a small test of change. P4 pupils will be assessed using PM Benchmarking before and after interventions and the class teacher will be supported by the L&EP Officer who will model quality lessons.

Pupil Support Workers will be retrained 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. The Numeracy intervention group will continue to support individuals using Number Talks and SEAL. The Numeracy Champion and Cluster Numeracy DHT will lead sessions for all staff to refresh Number Talk strategies and embed the new progression pathways. Further CLPL will be available for manipulatives and Maths Recovery training.

Staff have identified lower confidence levels and skills in digital technology. Time has been set aside this year to enable all staff to identify personal areas of development. Digital buddies have been encouraged as a way to support individuals and Digital Champions will lead learners in school. Education Scotland Webinars, West Lothian Digilearn and Microsoft Innovative Educator can be accessed by staff to improve skills. Learners who have connectivity and hardware issues have been identified and will be provided with resources to ensure equity of opportunity.

LVPS - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>The whole learning community has a shared understanding of wellbeing and is sensitive and responsive to the needs of each individual.</p> <p>All learners are able to describe strategies they can use when faced with difficult situations and can identify people they can talk to if needed.</p>	<ul style="list-style-type: none"> All staff to take part in Whole School Nurture Training supported by Educational Psychologist. Wellbeing check -ins completed termly by all learners and staff. Results measured and next steps agreed with SLT. Trusted Adult conversations carried out and recorded. Details shared with SLT and impact measured. Edinburgh Council's Resilience pack used in school to support children to develop strategies to cope in difficult times. Progressive and coherent programme of study created for whole school outdoor learning. H&W Champion to support delivery of outdoor learning sessions. 	<ul style="list-style-type: none"> Jan 2021 – H&W Champion Ongoing all year Ongoing all year Ongoing all year SLT Sept 2020 – H&W Champion Sept 2020 – H&W Champion 	<ul style="list-style-type: none"> Reduction of 2% (less than 2.68%) in the number of children reporting 3 or below in termly Wellbeing check ins Learners report increased levels of confidence in their ability to be resilient through difficult situations, describing at least two strategies they can use. Learners and their parents report they feel they are being better supported and know how to access help.
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>Almost all children across the school are attaining appropriate CfE levels in reading and 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>	<ul style="list-style-type: none"> Increase staff confidence in teaching the main features of 9 genres of writing. Learners can confidently explain the main features and can talk about their next steps. Through consultation, agreement is reached on pedagogical approaches to spelling and the use of core resources to ensure consistency and progression across all levels. Embed the use of WL Literacy progression pathways, target sheets and tools for effective feedback. Staff attend training for Word Boost & Reciprocal Reading and develop a whole school Literacy Action plan supported by Cluster Literacy Officer. Focus on reciprocal reading approaches; reading for enjoyment and culture; increased opportunities for non-fiction reading; focus on teaching reading skills, develop consistent approaches to reading. Whole school to take part in Reading School's Accreditation Number talks training for all staff and implementation throughout the whole school 	<ul style="list-style-type: none"> Ongoing all year Oct 2020 – PT & Cluster Literacy Officer Dec 2020 Ongoing all year Ongoing – SFL/ PSWs CT's ongoing Numeracy Lead/CT's ongoing 	<ul style="list-style-type: none"> Moderation activities focused on writing evidence increases in the quality of children's work. Learners confidently explain the main features of different types of writing during learner conversations. All are aware of next steps. SWST results show improved attainment for all classes. The number of learners in green increasing by 10% P4 class PM Benchmark results show increases in comprehension results which positively impacts SNSA attainment in Reading. RWInc assessments evidence targets achieved Targets achieved in CfE levels supported by ongoing tracking Renfrewshire Vocabulary Test, box Clever screener, Wordboost assessments
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Maintain 100% of Quintile 1, 2 & 3 learners' attainment.</p> <p>Increase overall Literacy & Numeracy attainment results for P1, 4 & 7 Quintile 4 learners from 85.56% by 3%</p>	<ul style="list-style-type: none"> Targeted Literacy interventions for identified children in Word Boost, Language Link, Fresh Start, IDL Spelling, RWInc & Word Boxes. Staff further develop digital learning using Seesaw & Teams to support in-school and home learning. Pupils with home learning hardware & connectivity issues identified and additional resources put in place to ensure equity of opportunities for all learners. Staff to take part in Maths Recovery Training and implement interventions with identified learners. Focussed nurture intervention groups for social and emotional support and development. 	<ul style="list-style-type: none"> Dec 2020 – Staff Oct 2020 – SLT Sep 2020 - Staff 	<ul style="list-style-type: none"> Overall Literacy & Numeracy attainment results for P1, 4 & 7 Quintile 4 learners increased from 85.56% to 88% Boxhall profiles support early analysis, intervention and impact of pupils in target groups.

<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>	<ul style="list-style-type: none"> • Programme of STEM IDL throughout school developed • Introducing the Young Stem Leader Programme level 2. Leaders will do accredited course and lead learning through Teams. • Stem ambassadors to do online videos (Second level) Learners to send in questions. • Focus group led by PT, to create and implement DYW action plan • All staff engage with DYW professional reading Embed refreshed skills progressive framework for DYW from Early to Second level 	<p>PT</p> <ul style="list-style-type: none"> • Nov 2020 – LF • Ongoing – all staff • Ongoing – all staff 	<ul style="list-style-type: none"> • 5 trained leaders & 5 Stem groups established across second level & external accreditor to verify level 2 award. Leaders to maintain logs and inspire their peers. • 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 opportunities to discuss careers
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