

Livingston Village Primary School SCHOOL IMPROVEMENT PLAN 2021 / 2022



Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities
Curriculum drivers
UNCRC

Local Authority Factors

Moving Forward in Your Learning Guidance – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework, Agile Learning, Primary Groups -Autonomy, Skills, Curriculum, Digital, Literacy and Numeracy West Lothian Priorities, HWB Recovery Maps
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council

Corporate Plan

Children's Services Plan 2020-2023
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional Funding/Resources/Nurture Allocation
Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools
Equity Audit
Moderation Cycle and Assessment
UNCRC
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 Refresh
Developing Scotland's Young Workforce
Realising the Ambition
Child Protection Procedures
GTCS professional standards and professional update 2021





Our Refreshed Vision and Values 2021

Our Vision: To make Livingston Village Primary School a place where every child is supported to reach their potential

Our Values: Perseverance Respect Aspiration Compassion Equality-

Developing a shared set of values is important to our school community in the work that we do and the way that we do it. Our vision and Values give us a clear sense of purpose and we continue to explore what our values mean to us, how they influence the way we behave and work effectively together. We regularly discuss how equity sits at the heart of our values.

Our Motto: Learn Value Persevere Succeed

We all aspire to be the best we can be. Leadership is fostered at all levels and learner's voices are heard and acted upon allowing for an engaged, relevant and agile learning environment.(Article 12 UNCRC)

Our Core Skills : Creativity, Leadership and Resilience

These skills are drivers for our curriculum



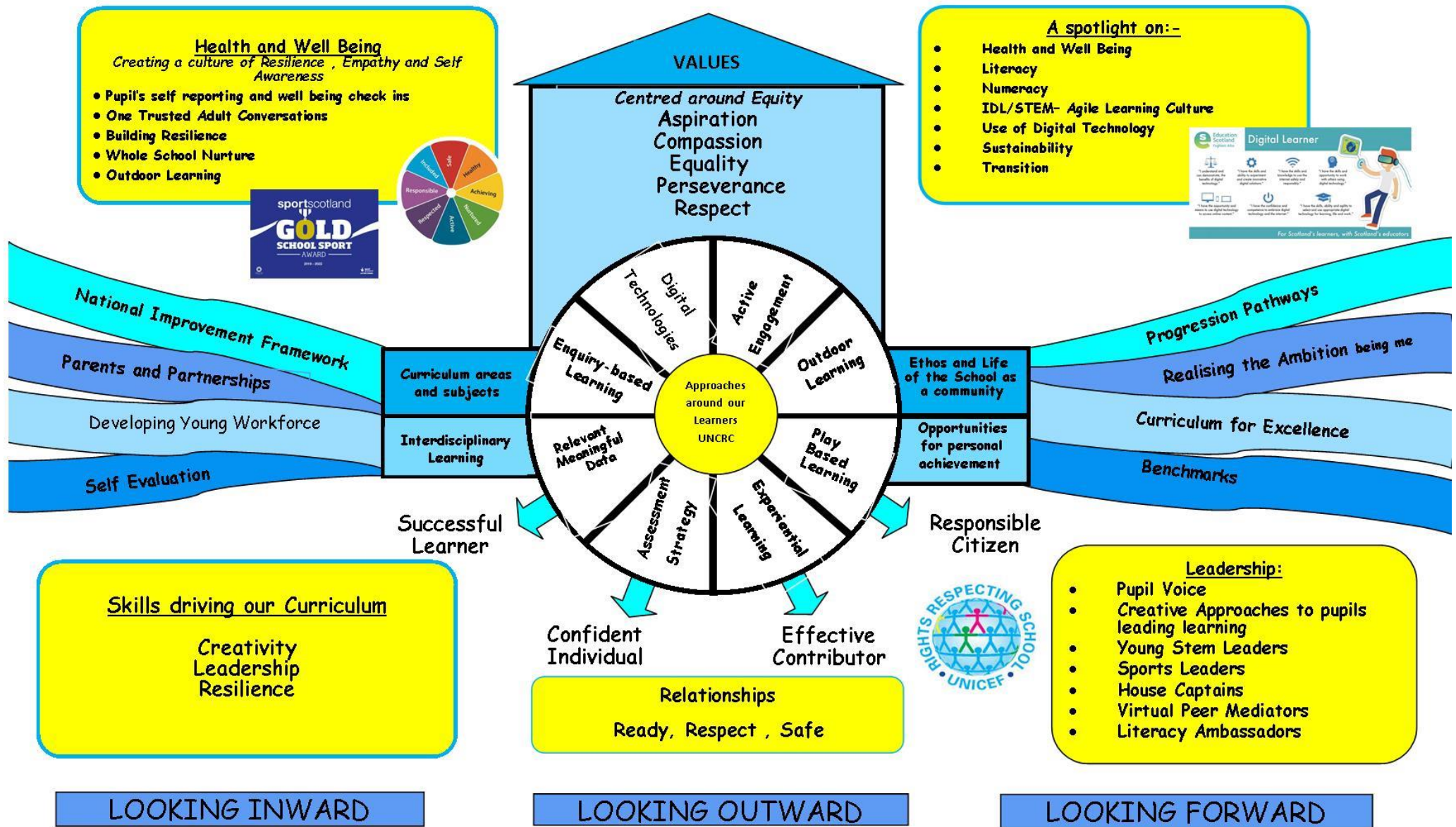
LIVINGSTON VILLAGE PRIMARY SCHOOL RECOVERY CURRICULUM RATIONALE 2021/22

Learn

Value

Persevere

Succeed



Contextual Data Analysis and Rationale for 2021/22 School Improvement Plan

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 196 primary children in 8 classes from Primary 1-7 and potential for 48/48 nursery role. A new Head teacher was appointed in October. Our refreshed vision, values and aims are central to all that we do and give 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 school is a safe place where mistakes are valued and effort is praised. We place mental well-being high on our agenda and have continued with a consistent focus on Health and Well –Being in supporting our pupils, staff and families through these unprecedented times. Leadership is fostered at all levels and learner’s voices are heard and acted upon as we develop an engaged, relevant and agile learning environment. We have high aspirations for all our learners and want them to foster all the skills they need for success now and in the future.

Data: Our data shows that last session, overall, attainment in literacy is good. By the end of P1, 90.91% attained the appropriate level in Reading, 87.88 in Writing and 87.88 in Listening and talking, Numeracy data shows 81.82% are achieving the appropriate levels. By the end of P4 most children 83.33 % in Reading and Writing and 96.67% in Listening and Talking and, by the end of P7 81.48% in Reading and Writing 100% in listening and Talking and 81.48% in Numeracy. Data shows high but varied levels of engagement through periods of remote learning during school progress. Attendance levels are generally high but have been varied in some classes due to parental concerns over covid and periods of class isolations. We have had no school exclusions. Our attendance is above the authority average. The majority of our children are from SIMD 7 and above and the percentage of those up taking free school meals is 3.6% which is well below the authority average and 14.29% are eligible for clothing grant. 4.08% of our learners have English as an additional Language. 17.35% of our pupils have identified with Additional Support Needs. The barriers to learning here are varied with no single causes; however auditory processing, speech and language difficulties, ASD diagnoses and children demonstrating key indicators for ASD although undiagnosed, mental health, concentration and very specific literacy and numeracy learning needs are all contributing factors. Along with our partner agencies and partner educational supports we work to identify the best supports and interventions we are able to offer. Our target groups will be for identified children who experience barriers in literacy and numeracy, as well as all identified children requiring support with Health and Wellbeing. In June our data from all stages showed 8% of pupils were off track for reading, 12% for writing, 5.5% for Listening and Talking and 10.5% for Numeracy. We will also be carefully monitoring pupils who have needed a considerable amount of support to stay on track to ensure they continue to make progress.

Our improvement plan priorities


In Literacy our main improvement priority across the school will centre on writing, we will be focussing on specific numeracy development and focussed areas within the Health and Wellbeing curriculum. We have a high % of pupils who are on track and many exceeding expectations and it is important through our curriculum and classroom pedagogy we are offering differentiated challenge and depth, developing higher order thinking skills and ensuring appropriate differentiation .We will be working with our learners and as a staff to develop an agile and relevant interdisciplinary curriculum throughout the school.



Our targeted priorities (PEF)

Early primary staff are working to develop a more play based learning environment based on the principles laid out in the Realising the Ambition document. We have identified learners who will benefit from individual and small group interventions for specific areas of numeracy



Livingston Village Primary School- 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: The mental, emotional, social and physical wellbeing of all children will be supported through relevant individual, class or whole school interventions as required.</p> <p>All areas underpinned by UNCRC Articles</p>	<ul style="list-style-type: none"> Lead Practitioners to carry out a Health and Wellbeing indicators survey with all children Universal and individual daily check in's become part of the normal daily routine for both children and staff. Focus Nurture Groups identified to support learners with specific needs in communication, resilience and relationships Resilience for All Programme is introduced in P6 then shared throughout the school. CLPL for 2 Staff RHSP programme and used throughout the school. Pupil Leadership focus throughout the school 	<p>Sept 21- CS/LT</p> <p>Sept 21- All Staff/SLT</p> <p>Sept 21- CS</p> <p>Training Sept- Nov 21- LF&LG Cascade to school Jan- June 22 LF&LG and P6 Learners Oct 21- NH/LT H and W Champion Sept 21 onwards All Staff</p>	<ul style="list-style-type: none"> Ethos Surveys completed by all pupils in P1-7 Impact of Leuven Scale with early years focus groups tracked Resilience Programme key skills evaluated by all P6 pupils and trained staff Nearly all P6 and P7 learners can discuss leadership skills and record appropriately in profiles.
<p>Raising attainment for all, particularly in literacy and numeracy: Through continuing practitioner CLPL and parental/carer support, all pupils will experience high quality learning and teaching in all classrooms and across the four contexts for learning.</p> 	<ul style="list-style-type: none"> All staff using and engaging with West Lothian numeracy route maps for planning and assessment purposes. Develop the purposeful and appropriate use of concrete and digital manipulatives in numeracy and mathematics learning from P1-P7 Develop a whole school approach to writing focussing on methodology over resource the teaching of writing composition strategies through modelling and supportive practice. To develop purposeful talking and listening activities to support the development of pupil's language capability and provide a solid foundation for thinking and communication (Cluster Priority) Assessment and Moderation Professional Learning Offer from Education Scotland linking in with school and cluster moderation as a digital moderation platform. Ensure spelling progression from first level upwards is explicitly taught and diagnostic assessments are used to focus teaching efforts on spellings learners find difficult 	<p>LF</p> <p>All Year – Numeracy Champions & SLT</p> <p>Sept 21- June 21- Literacy Champions and SLT</p> <p>Aug 21-June 21 Development Officers LF and L and N champions</p> <p>SLT, SFL</p>	<ul style="list-style-type: none"> All staff can discuss planning and assessment in relation to WL numeracy pathways Track staff confidence in use of pathways – forms Focus groups feedback on use of manipulatives for numeracy QA writing progression- evidence from learners discussions, writing progression in jotters from focus groups and all staff self evaluations All staff engage in digital approaches to moderation with groups of learners All staff able to discuss moderation process and their engagement in it All P3-7 staff teaching explicit spelling lessons 3-4 times per week P1-3 staff confidence questionnaire on play based learning development
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Enhance core academic learning, motivation; interest and creativity through play based activities and environments.</p> <p>Develop structured and systematic interventions in Numeracy for targeted learners</p>	<ul style="list-style-type: none"> Diagnostic testing used to identify specific needs of targeted learners and robust and quick support plans in place. Early Primary Team to work alongside Early Year practitioner to develop effective and relevant play environments SLT and Staff to undertake professional learning on Play 	<p>Sept 21</p> <p>Aug 21- June 21 SLT</p>	<ul style="list-style-type: none">

<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Develop learner skills of resilience, creativity and leadership and increase pupil agency through challenge based approach to agile learning.</p> 	<ul style="list-style-type: none"> • Mandatory CLPL for all staff on agile learning pedagogical practices leading to an agile learning culture • IDL plans are relevant, planned with pupil voice and allow for agile learning environments. Themes are relevant to our school, environment and learners. • Floorbook planning and recording tracks progress- this can be digital with P1-2 • Refresh and re-examine the Skills progression pathway for Livingston Village Primary • Development of cluster one-note profiling for P4-P7 • Personal online profiles developed on Seesaw for P1-3 • Learning for Sustainability- Pupil Voice Led –RRS development 	<p><u>Sept 21- onwards</u></p> <p>SLT/ SMC</p> <p>All staff</p> <p>P1-2 Staff</p> <p>All staff</p> <p>Cluster Leads and school staff</p>	<ul style="list-style-type: none"> • All staff involved in professional discussions • All staff planning IDL with pupils • Nearly all pupils can discuss their involvement in planning • All P1-2 pupils engagement in floorbooks • All pupils have accessed digital profiles and begun to use • All pupils can discuss skills they are developing 
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<p>PEF Priority</p>	<p>Proposed Actions & Resources <i>(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)</i></p>	<p>What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2022? You should include any targets linked to data)</i></p>	<p>How will you measure the impact? <i>(You must be specific here in terms of:</i></p> <ul style="list-style-type: none"> • <i>new and existing performance data and other quantitative and qualitative information that will be required</i> • <i>plans for how data will be collected and reported)</i>
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Literacy	<ul style="list-style-type: none"> • Play based environment developed to improve Literacy skills in early primary/support from nursery graduate practitioner • Early Intervention support in Literacy initially phonic intervention. 	<ul style="list-style-type: none"> • targeted use of resources to focus support where it is most needed • effective identification and removal of barriers to learning • improved outcomes for all children 	<ul style="list-style-type: none"> • How effectively does our environment encourage and support children to develop their language and literacy through play? • Teacher observations of children's talking and listening • Floorbook evidence collected and discussed • Learner phonic progression tracked every 4/5 wk block
Numeracy	<ul style="list-style-type: none"> • Play based environment developed to improve numerical skills in early primary/support from nursery graduate practitioner • Diagnostic testing used to identify specific needs of targeted learners and robust and quick support plans in place. structured interventions tailored to individual/group needs. 	<ul style="list-style-type: none"> • targeted use of resources to focus support where it is most needed • effective identification and removal of barriers to learning • improved outcomes for all children 	<ul style="list-style-type: none"> • Teacher observation of children's engagement in numerical play • Floorbook evidence collected and discussed • SEAL tracked termly for individuals identified early and first • Second level numeracy baseline individual to pupil
Health and Wellbeing	<ul style="list-style-type: none"> • Holistic approach to supporting children in early primary through play-based learning High quality settings provide children with the positive relationships and experiences that can help grow the developmental skills they need for resilience 	<ul style="list-style-type: none"> • Learners benefit from a less structured environment and activities will meet the needs of all • All learners will feel included • Activities will drive resilience and engagement for all 	<ul style="list-style-type: none"> • Teacher observation of children's engagement • <i>Observational evidence of impact</i> • <i>Assessment will be ongoing through interactions and observations.</i> • <i>Use of the Leuven Scales and for monitoring engagement</i>