

Livingston Village Primary School SCHOOL IMPROVEMENT PLAN



2022 / 2023



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Factors Influencing the Improvement Plan

School Factors

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

Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
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
Equity Team and additional allocations, Pedagogy Team **National Factors**
Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day of children

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence Refresh

Realising the Ambition

Developing Scotland's Young Workforce

Child Protection Procedures

GTCS professional standards and professional update 2021

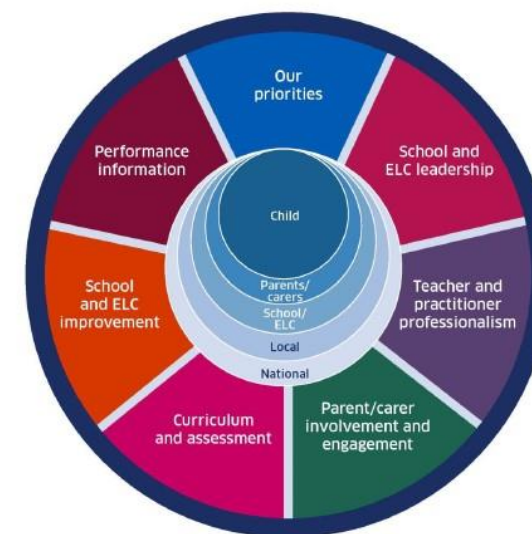
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan

Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.

UNCRC

Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



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Our Refreshed Vision and Values (2021/22)



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



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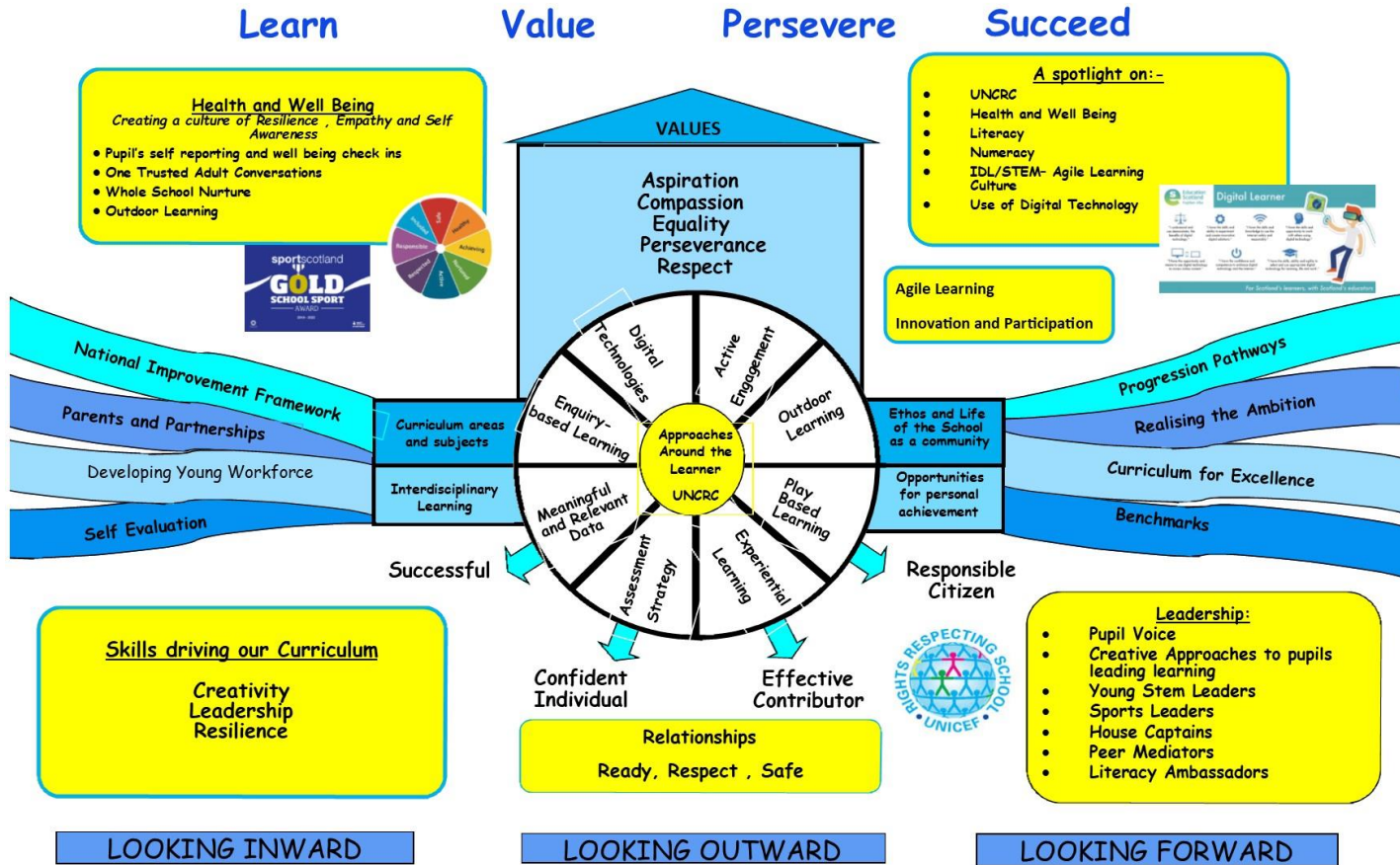
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Curriculum Rationale

LIVINGSTON VILLAGE PRIMARY SCHOOL RECOVERY CURRICULUM RATIONALE 2022/23



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Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan (maximum one side A4)

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 at writing is 187 primary and a 32/32 nursery. The school has 8 classes (2022/23) HT, two acting Principal Teachers with class commitments which are included in our 8 full time teachers, 2 part-time teachers and a part-time learning support teacher. A team of 3 pupil support workers and a lunch and playground supervisor.

Clerical support is provided by one Administrative Assistant and a Clerical Assistant. The school runs a very successful Breakfast Club which is well attended. A private run breakfast and after school club is available for our pupils on site. Our Parent Council meet regularly throughout the year are active, especially in the areas of fundraising and supporting school developments. They are very supportive of the school with high expectations. Our 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 to identify the universal and targeted school Improvement Plan Priorities (SIP)

- b) Our data shows that last session, overall, attainment in literacy is very good. By the end of P1, 100% attained the appropriate level in Reading, 95.65 % in Writing and 91.30% in Listening and talking, Numeracy data shows 100% are achieving the appropriate levels. By the end of P4 most children 92.86 % in Reading and Writing and 96.43% in Listening and Talking and 92.86% in Numeracy, by the end of P7 93.33% in Reading and Writing 96.67 % in listening and Talking and 93.33% in Numeracy. Attendance levels are generally high we are monitoring closely and working with families. We have had no school exclusions. 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 14.9 % 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 5% of pupils were off track for reading, 9% for writing, 3% for Listening and Talking and 8 % 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 focus on writing, we will be focussing on consistency in the teaching of numeracy and Nurture principles along with further developing the UNCRC priorities. We have a high % of pupils who are on track and look to increase our learners exceeding expectations and it is important through our curriculum and classroom pedagogy we are offering differentiated work at an appropriate pace. We



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will be working with our learners and as a staff to develop agile and relevant interdisciplinary curriculum throughout the school with a focus on STEM learning.

Living- School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <ul style="list-style-type: none"> Learners and School community understand the UNCRC and can describe how it impacts on their lives and the lives of children across the world. Relationships are positive and have a mutual respect for lives. Learners feel safe and protected and know what to do if they need support. Children and young people have taken action to claim their rights and promote the rights of others, locally and globally. 	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Continued focus on the nurture principles across the school to meet the children's emotional and developmental needs Development of UNCRC priorities supported by the Self Evaluation toolkit to review curriculum practice and application of the 5 key areas within the UNCRC framework and the Accreditation programme- see <i>individual action plan</i> 	September 2022- May 2023 Health and Well Being Champions- Action by September	Ethos survey will show almost all learners are positive about the questions linked to nurture principles. Gold UNCRC assessment Audit shows increase across the RAG indicators from the baseline in September to evaluation in May Informal quality assurance of staff and learners understanding of the UNCRC principles throughout the year.
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <ul style="list-style-type: none"> All children receive regular, well planned learning in writing Learning opportunities provide appropriate progression in skills for writing consistent, high-quality experiences from P1 – P7 UNCRC focus- <i>Children and young people value education and are involved in making decisions about their learning.</i> 	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> To further develop processed based Writing pedagogy across the school in order to develop Learner understanding of the writing progress and skills required to be successful Developing the school's writing culture through genuine publishing goals and an authentic purpose and context for writing. Engage in School based and Cluster moderation of Writing through using the connected quality improvement cycle to strengthen teachers' ability and confidence in making consistent, valid and evidence based decisions. Pace and differentiation Teaching Focus Further Develop the School Reading Culture through reading accreditation programme and pupil Voice, 	Ongoing all session All staff Literacy Champions, DHT Literacy and SLT Action plan Aug/Sept	<ul style="list-style-type: none"> Increased attainment in Writing, Almost all learners (90%) attain CfE levels within and/or demonstrate progress within level in line with national expectation Increased amount of pupils being assessed at exceeding national expectations in Reading and Writing Nearly all children talk positively about their writing experience in learning conversations Quality Improvement – QI processes demonstrate a consistent approach to the teaching of writing experiences with observed lessons being graded as being of good or above.





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<ul style="list-style-type: none"> Children and Young People know that their views are taken seriously Children and young people have taken action to claim their rights and promote the rights of others, locally and globally. 		<p>developing the reading environment, targeting resources and celebrating Reading (See detailed action plan)</p> <ul style="list-style-type: none"> Implement Numeracy Action Plan to support consistency and progression for all learners through CPA, Number Talks, maths interventions and route map planning. 	<p>Numeracy Champion/S LT/ All Staff Action plan by Sept</p>	<ul style="list-style-type: none"> Quality assurance of jotters shows increased opportunities for learners to write functionally and creatively. All Learners will report that they have had been consulted about Reading in school. Quality Improvement – QI processes demonstrates consistencies to the teaching of numeracy.
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p>	<ul style="list-style-type: none"> ☑ School and ELC Improvement ☑ School and ELC Leadership ☑ Teacher and Practitioner Professionalism ☑ Parental Engagement ☑ Curriculum and Assessment ☑ Performance Information 	<p>All schools have a separate Pupil Equity Funding Plan to ensure that children and young people affected by poverty achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing.</p>		<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Equitable access to quality STEM opportunities for all Learners through the co-creation of the curriculum</p> <p><i>UNCRC focus- Children and young people value education and are involved in making decisions about their learning.</i></p> 	<ul style="list-style-type: none"> ☑ School and ELC Improvement ☑ School and ELC Leadership ☑ Teacher and Practitioner Professionalism ☑ Parental Engagement ☑ Curriculum and Assessment ☑ Performance Information 	<p>Pupil participation in leading the development of Outdoor Stem Curriculum</p> <p>Tracking our curriculum skills focus through STEM Learning</p> <p>P4-7 Use of Hexagonal curriculum planning – Themes/skills/Assessment to develop projects</p> <p>P1-P3 Development of engineering play with consultative planning model</p> <p>P5-7 L3 Spanish taught throughout the year</p> <p>P1-3 Staff developing quality play observations and interactions.</p> <p>SEE STEM and PLAY Action Plans</p>	<p>Stem Lead/SLT All Staff 1+2 Lead and all staff Action Plans September</p>	<p>Pupil survey of participation and STEM learning demonstrates an increase in learner's leading their own learning.</p> <p>Observations/Pupil focus groups show that pupils regularly experience a skills based challenge approach to learning</p> <p>Learners can talk about their digital profile tracking their skills and competencies and how this impacts their Learning.</p> <p>Termly planning has Spanish focussed learning.</p> <p>Observation and QA of written and oral assessments and feedback.</p>



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