

CARMONDEAN PRIMARY SCHOOL IMPROVEMENT PLAN



2018 / 2019

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

Delivering Better Outcomes

Single Outcome agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental 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

Standardised Assessments

Child Protection Issues / Guidance

National Legislation: Children and Young People (Scotland) Act 2014

GTCS standards and professional update

Effective moderation processes (internal and external) to inform the achievement of a Curriculum for Excellence level

Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing



Our Vision, Values and Aims

Our Vision

We aim to work in partnership to create an inclusive and nurturing environment within which children become respectful and respected, resilient, motivated, ambitious and compassionate, and who enjoy and accept challenge to acquire new skills, preparing them for each stage of their life in an ever changing society.

Our Values

We will use the four Scottish values of Integrity, Compassion, Wisdom and Justice to underpin the values of Honesty, Loyalty and Tolerance.

Our Aims

Leadership and Management

- To have an inspiring and ambitious shared vision which ensures we achieve the highest possible standards for all learners.
- To promote a positive culture and ethos through self-evaluation practices to inform progress and to continuously improve the quality of learning and teaching.
- To turn the shared vision into a sustainable reality and encourage the promotion of positive relationships with all stakeholders.
- To develop leadership roles at all levels across the school.

Learning Provision

- To provide a broad, well balanced and effective curriculum which results in strong outcomes for all learners.
- To provide high quality learning experiences for all children which are motivating, meaningful and take their interests into account.
- To use a range of assessments to gauge success and to plan children's next steps in learning.

Successes and Achievements

- To value everyone in the school community as an individual and to support all learners to maximise their successes and achievements.
- To acknowledge and celebrate diversity within a culture of inclusion, participation and positive relationships.
- To maintain our focus on raising attainment over time in all curricular areas to develop critical thinking skills that children can transfer to learning, life and work.
- To encourage our learners to engage creatively and responsibly with digital technology and to develop their digital literacy to allow them to function as global citizens.
- To develop each child's intellectual, emotional and physical wellbeing within and outwith school.

CURRICULUM RATIONALE



OUR VISION

We aim to work in partnership to create an inclusive and nurturing environment within which children become respectful and respected, resilient, motivated, ambitious and compassionate, and who enjoy and accept challenge to acquire new skills, preparing them for each stage of their life in an ever-changing society.

Our Values

We will use the four Scottish values of Integrity, Compassion, Wisdom and Justice to underpin the values of Honesty, Loyalty and Tolerance.

To turn our vision into reality, it is essential that, at Carmondean, we develop a curriculum which ensures that all children are engaged in their learning within an inclusive and nurturing environment. The curriculum will provide pathways to success for all children regardless of their abilities or personal circumstances and prepare them for citizenship in the 21st Century. Through children's experience of the curriculum and the learning they experience outwith school, we aim to produce well-rounded, life-long learners who will contribute to a just and tolerant society. To accomplish this, we aim to provide a broad, well balanced and effective curriculum which results in strong outcomes for all learners, values everyone in the school community as an individual and to support all learners to maximise their successes and achievements.

Through positive relationships, and by providing learning experiences which are motivating and meaningful, we aim to deliver excellence in learning and teaching in which all learners will be actively engaged. Our curriculum recognises individual differences between learners while still maintaining high expectations for all and providing learning experiences which embody depth as well as breadth and provide opportunities for enjoyment, personalisation and choice. Our curriculum is based on progression of knowledge, skills and understanding over time and at every level, an ethos of high aspirations and ambition for all our learners is encouraged and attainment, achievement and participation are recognised and celebrated.

To create and maintain our vision of what we value and view as essential elements of our curriculum and day-to-day practice, it is essential that all stakeholders become familiar with its structure and operation. Our rationale is a 'living thing' and must permeate all aspects of school life if it is to be effective in translating our Vision, Value and Aims into action.

Curriculum for Excellence describes all of the experiences which are planned for children and young people through their education, wherever they are being educated, as the curriculum, no matter where that learning takes place. These experiences are broadly grouped into four contexts for learning:

- **Curriculum areas and subjects**

The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities.

- **Interdisciplinary learning**
How the curriculum should include space for learning beyond subject boundaries.
- **Ethos and life of the school**
The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.
- **Opportunities for personal achievement**
Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

Through the four contexts for learning, we aim to produce successful learners who are confident individuals, responsible citizens and effective contributors to society.

Staff at Carmondean Primary School value the learning that takes place in all of these contexts and use them as a basis for their curriculum planning. Curriculum planning at Carmondean caters for children in their early years right through until they leave primary school and transition to High School and its purpose is to provide a broad general education for each child who experiences it. The key knowledge and skills of Literacy, Numeracy and Health and Wellbeing are considered to be paramount in enabling life-long learning, so these three subjects have primacy within our curriculum and are the responsibility of all who teach at Carmondean Primary School.

Our curriculum is made up of eight discrete subject areas, many of which are delivered through interdisciplinary study to broaden and deepen learning. These eight subjects are:

- Languages and Literacy
- Numeracy and Mathematics
- Expressive Arts
- Social Studies
- Sciences
- Technologies
- Health and Wellbeing
- Religious and Moral Education

Our curriculum does not only cover knowledge, understanding and skills; there is a strong emphasis on developing values and attitudes which we at Carmondean feel will be essential in developing global citizens. These values and attitudes are informed by the engraving on the Mace in the Scottish Parliament and known as the Scottish Values: Integrity, Compassion, Wisdom and Justice. To these worthy ideals, we have added Honesty, Loyalty and Tolerance.

We live these values at Carmondean in our day-to day work, interactions and relationships and it is through the third context of 'The Ethos and Life of the School' that they are delivered. Children see examples of these values at work on a daily basis and are encouraged to replicate them. Opportunities for personal achievement occur naturally from this context and children are encouraged to accept responsibility within the school to develop their leadership skills.

Values and attitudes are further developed by our involvement in many award-bearing initiatives. Through the Rights Respecting Schools Award, our learners are immersed in Children's Rights from their earliest days at Nursery and the United Nations Charter on the Rights of the Child is embedded in learning and teaching, class and school charters and in school policies. Children are taught to respect and care for their environment through our extensive involvement in the Eco-Schools Award. Similarly, our work with Playground Mentors provides opportunities for our learners to practise fairness and equality.

Through Enterprise activities, even at this early age, we are developing the future young workforce and introducing children to entrepreneurship, and the ever-widening range of Digital Skills is introduced from the earliest stages through discrete lessons and through interdisciplinary learning.

Appropriate progress through the curriculum is determined by a range of assessment activities, including Standardised Tests, and these are used to ascertain and confirm how much and how well our Learners have learned and what their next steps should be. Along with Teacher Judgement, self-and peer-assessment and involvement in their own learning, our children become aware of where they are now, where they should be going next and how best to get there to raise their attainment.

This, then, is the rationale for our Curriculum at Carmondean Primary School. It is built on the solid foundation of our vision, value and aims, and is delivered through the four contexts for learning. Its purpose is to provide an inclusive and nurturing environment, to raise attainment for all learners and to produce successful learners, confident individuals, responsible citizens and effective contributors to society. Through regular, accurate and honest self-evaluation and continuous improvement through the school improvement planning process, it aspires to be the best it can be.

Carmondean Primary School			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 QIs	Proposed Actions	By Whom	By When	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
Raising attainment for all: <ul style="list-style-type: none"> Streamline Forward Planning. More focussed IDL experiences with learner input. Continue to improve feedback to develop children's understanding of their own learning to improve pace and challenge. 	<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 checked="" type="checkbox"/> Performance Information	2.3 2.2 3.2	To streamline forward planning to reduce bureaucracy according to the cover sheet. To adjust IDL plans as and when being used. To introduce a new topic at each stage selected by the children. To embed work done in the Tapestry Programme in formative assessment.	All All All Teaching staff TLC Leaders	Sep. 18 April 19 April 19 June 19	
Improvement in Literacy for all: <ul style="list-style-type: none"> Improved Literacy across all stages. Introduce Spanish as L3 P5-7. 	<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 checked="" type="checkbox"/> Performance Information	2.3 2.2 3.2 2.7 3.1	To implement Active Literacy throughout the school. To run workshops for parents at P1. To begin to implement L3 at P5-7 in Spanish.	All P1 staff All	Dec.18 Sep.18 Dec 18	
Improvement in Numeracy for all: <ul style="list-style-type: none"> Increase teacher confidence in teaching Number Talks. 	<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 checked="" type="checkbox"/> Performance Information	2.3 2.2 3.2 3.1	To embed SEAL approaches to Numeracy. To enable staff to implement Number Talks through CLPL.	All NC & CF	June 19 June 19 June 19	
Improvement in all children and young people's wellbeing: <ul style="list-style-type: none"> Increase children's levels of resilience. 	<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 checked="" type="checkbox"/> Performance Information	2.3 2.2 3.2 3.1	Roll out BounceBack resilience programme across the school.	All	June 19	
Improvement in employability skills and sustained, positive school leaver destinations for all young people: <ul style="list-style-type: none"> Improve children's understanding of skills required for the world of work. 	<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 Children's Progress <input type="checkbox"/> Performance Information	3.3	Staff to make explicit links between subject areas and the world of work. Maintain our programme of Critical Skills and link them to the world of work.	All All	June 19 June 19	

**Additionality: Pupil Equity Funding Plan:
Closing the attainment gap between the most and least advantaged children**

PART 1: Contextual Data Analysis & Rationale

a) Background

Carmondean Primary School is a non-denominational school serving the community of Carmondean, Livingston within the Deans Community High School Cluster. The current roll is 388 children in the primary school and 50/40 children in nursery. The school benefits from a mixed catchment area with a Free Meal Entitlement of 16.6%. The primary school has 15 classes and the Nursery has both am and pm classes. Staffing consists of a Head Teacher, Depute Head Teacher, 3 Principal Teachers, 15 class teachers, 2 x part-time Additional Support Needs teachers and 8 Pupil Support Workers. The Nursery is led by a Principal Teacher and supported by a full time Early-Years Officer, two full-time and one part-time nursery nurse. Carmondean Primary School is a Rights Respecting School (Level 2) and is well-regarded in the community and by its partners. The school is also supported by a Parent Council and a Parent Staff Association.

b) Data

The Scottish Index of Multiple Deprivation categorises our Primary School Children into 5 quintiles. The table below shows how our school population is distributed by quintile and how this compares to the general West Lothian figures:

	School	WL
Quintile 1	23.65%	17.79%
Quintile 2	14.14%	25.99%
Quintile 3	24.42%	17.94%
Quintile 4	3.86%	18.79%
Quintile 5	33.16%	18.63%
N/A#	0.00%	0.87%

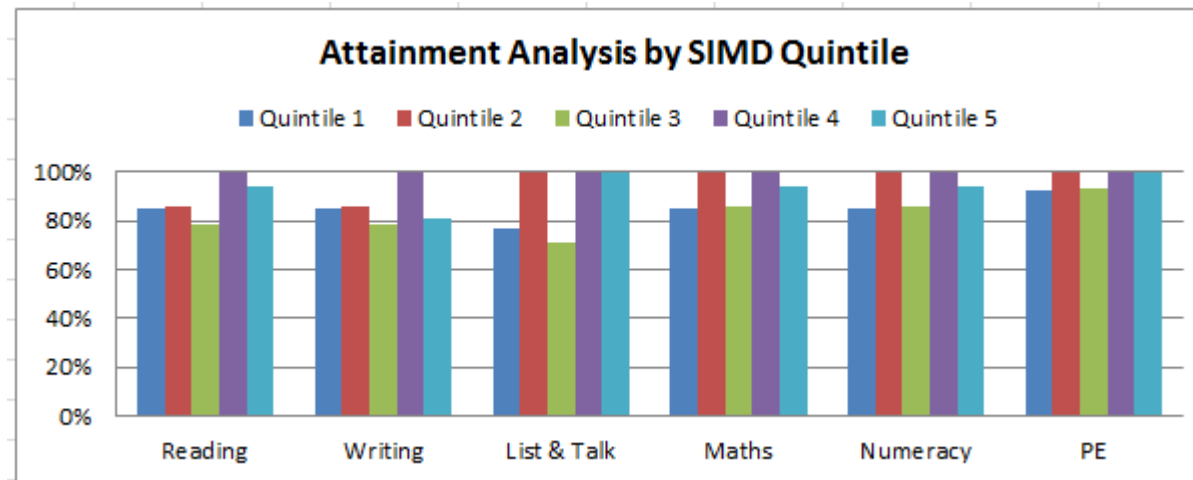
Currently, our take up for Free Meal Entitlement (FME) is 16.6%, although the Free School Meal arrangement for all Primary 1-3 children masks a far higher figure.

Our school's overall attainment by year group is shown in the table below:

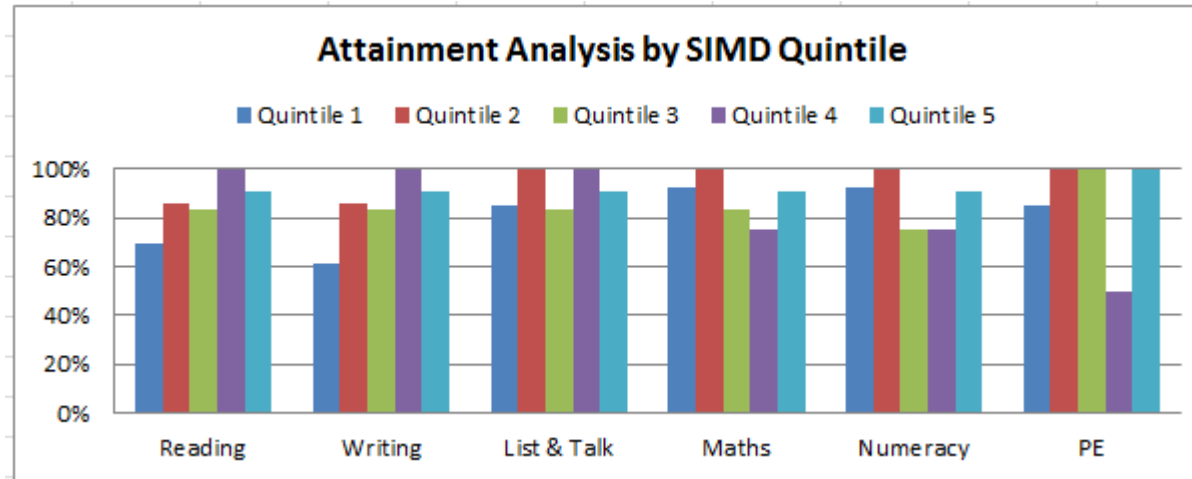
	Roll	Reading	Writing	List & Talk	Maths	Numeracy	PE
P1	51	86.27%	82.35%	86.27%	90.20%	90.20%	94.12%
P2	54	79.63%	77.78%	87.04%	88.89%	88.89%	100.00%
P3	57	82.46%	77.19%	89.47%	85.96%	84.21%	94.74%
P4	49	83.67%	79.59%	89.80%	87.76%	85.71%	100.00%
P5	63	87.30%	84.13%	90.48%	87.30%	87.30%	98.41%
P6	52	92.31%	80.77%	90.38%	88.46%	92.31%	96.15%
P7	63	84.13%	82.54%	92.06%	80.95%	80.95%	92.06%

**Pupils on-track at P1/P4/P7 indicates achievement of expected level*

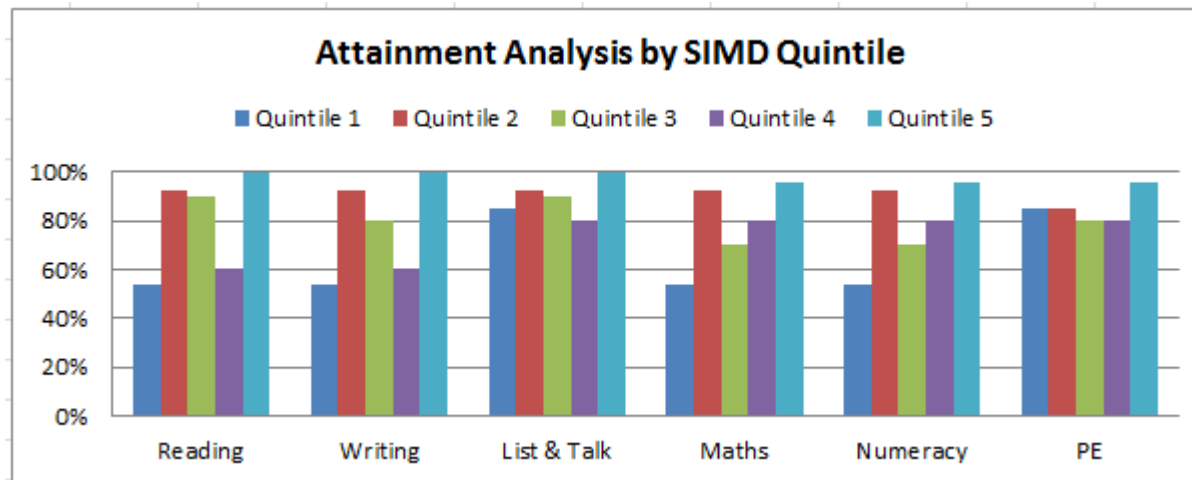
This translates into quintiles for Primary 1 pupils, thus:



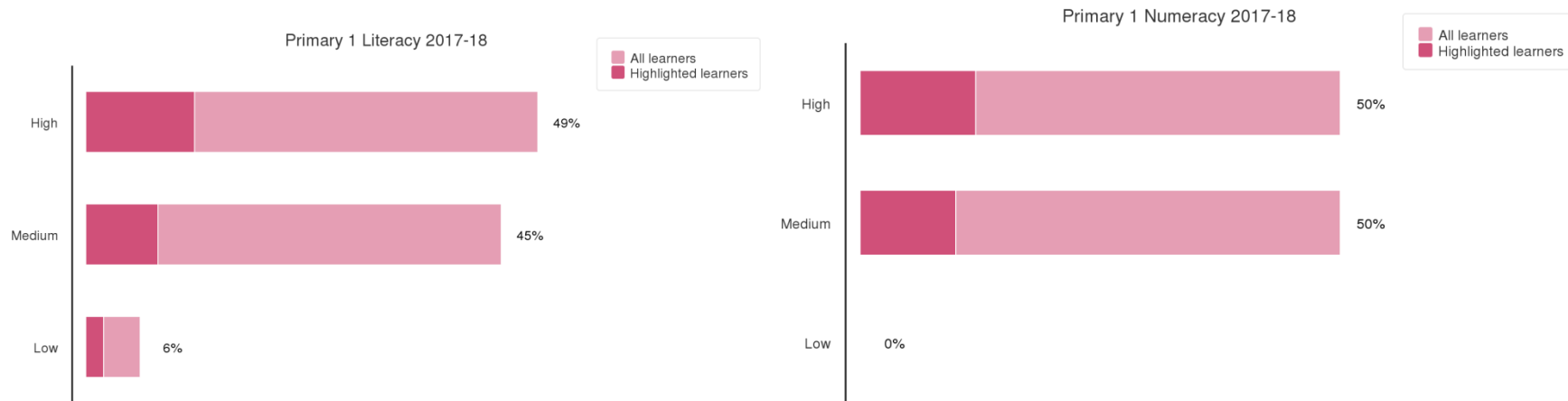
Primary 4 pupils, thus:



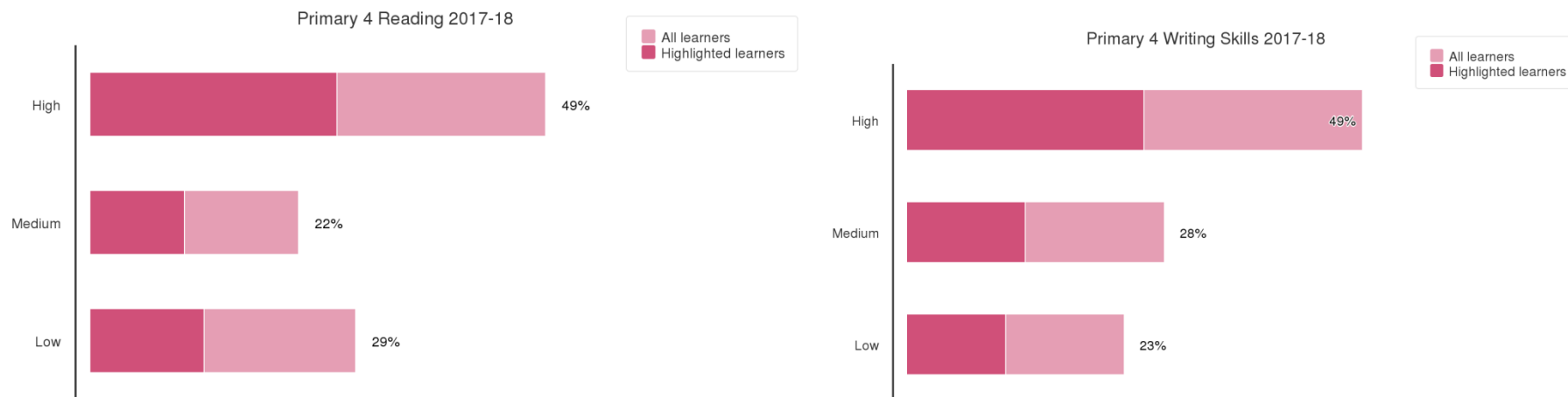
And, Primary 7 pupils, thus:

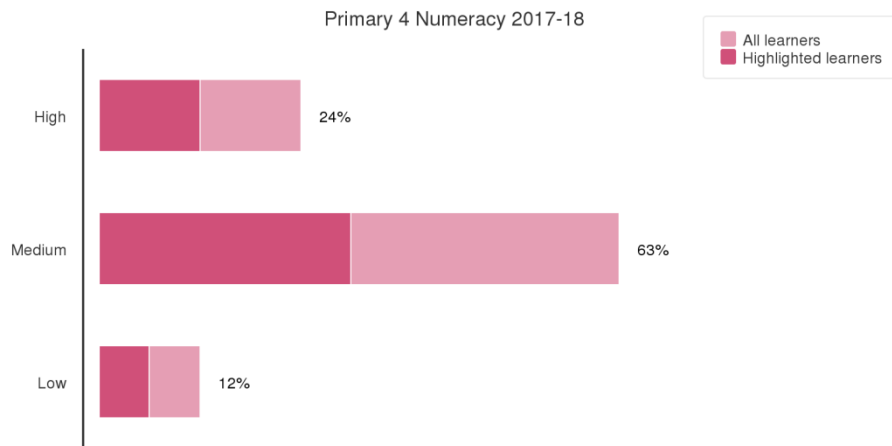


In the absence of SIMD data being available on the SNSA website for Primary 1 children who have completed the SNSA, we have used FME data to filter these children to show how they are represented in the spread of attainment by standardised testing:

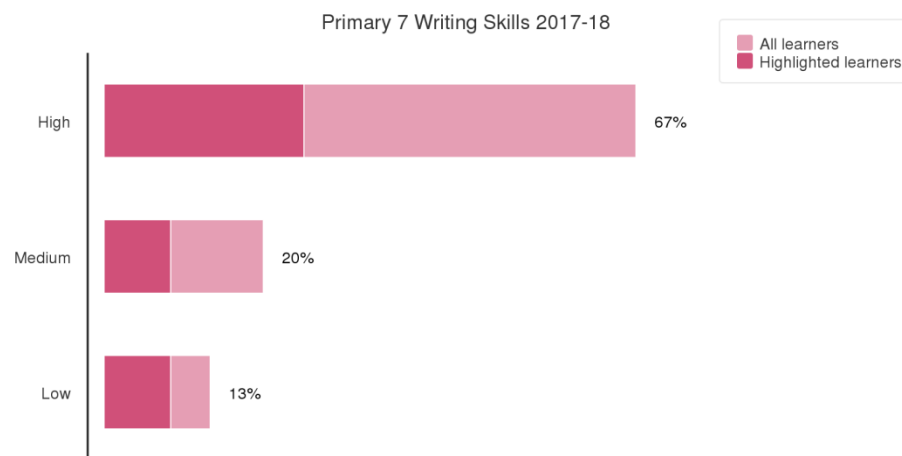
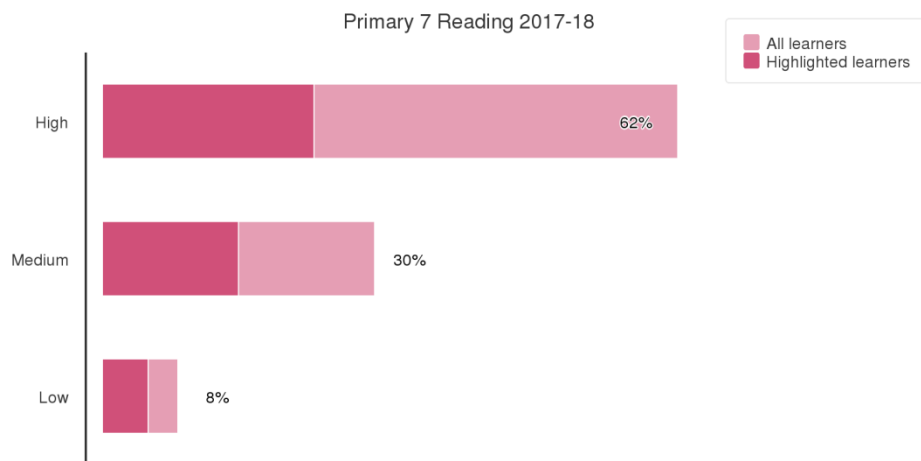


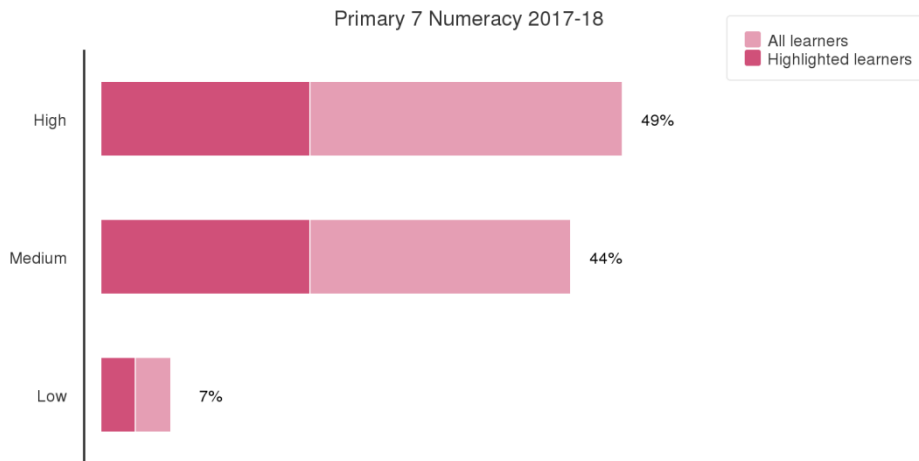
At Primary 4, SNSA data can be filtered by SIMD bands, but they are divided into Vigintiles instead of the more familiar Quintiles and Deciles used previously. At Carmondean, we include children living in quintiles 1 and 2 (deciles 1-4, vigintiles 1-8) in our analysis of data related to the poverty-related attainment gap. The spread of attainment sampled by SNSA at Primary 4 is illustrated below where quintiles 1 and 2 have been highlighted:





Similarly, at Primary 7, the SNSA data can be highlighted in the same way to show the spread of attainment filtered for quintiles 1 and 2:





This data correlates well with school-based assessment across Literacy and Numeracy.

c) What is our 'gap' and who are our target groups and their barriers to learning?

From the above illustrations and from school-based assessments, professional dialogue and consultation with partners, the following conclusions can be drawn.

- Attainment at the P1 stage is generally good, particularly in Numeracy, with children entitled to free school meals represented across the three levels of attainment identified by SNSA, and attainment across all 5 quintiles is fairly even. A few children in this age group have social, emotional and behavioural issues as well as a lack of support from home and this is experienced more by children living in deprivation than by others;.
- Attainment at the P4 stage is very mixed, but the spread of attainment is fairly even for all three levels of attainment identified by SNSA, and only in reading and writing is there a disparity across the quintiles, with lower attainment in quintile 1 compared to the others. This group has a high number of children living in quintiles 1 and 2 with a significant minority experiencing problems with confidence, grief through bereavement and parent/carer substance abuse;
- Attainment at the P7 stage is good overall with the majority of children achieving a high level of attainment in all three SNSA assessments. Again, those children living in quintiles 1 and 2 are fairly represented in all three levels of attainment identified by SNSA, however, in Reading, Writing, Maths and Numeracy children living in quintile 1 do not attain as well as those living in more advantaged circumstances;
- After an intensive programme of SEAL Maths training, numeracy attainment across the school has risen, but there is a significant number of children from P1-5 who still have not developed the numeracy skills to access an age- and stage-appropriate curriculum;

- A programme of daily reading was initiated for children who were struggling with reading across the P4-P7 age range. This has been hugely successful, particularly for those children not receiving appropriate support at home, but will have to continue to maintain progress. Children in the early years (P1-3) have been involved in intensive phonics training, but some children need one-to-one instruction and support by Pupil Support Workers;
- Attainment in writing across the school is generally lower than in the other curriculum areas. Roll out of the complete North Lanarkshire Active Literacy programme is needed to combat this;
- We have a significant number of children across the school who demonstrate attachment disorders and social and emotional difficulties. Our recently started nurture groups have had a significant impact in the short time they have been running and will continue as resources allow (P2-3 and P4-7);
- A number of families across the school do not engage with the education of their children, so these children are not supported at home as well as they could be;
- A significant number of our children, particularly in the early years, have speech and language difficulties. Many have been 'dropped' from the SALT team due to missed appointments or non-take-up of offers of support. These difficulties have a significant impact on children trying to master phonological skills and affect their abilities to learn to read and write.

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

- Continue one-to-one daily reading sessions with under-achieving readers in P4-7, extending to P2-3 as time and resources allow;
- Provide phonological support (P1-3) and raise attainment in writing throughout the school by embedding Active Literacy and extending individual support to younger learners using the 5-minute Box to precision teach initial sounds and vowel digraphs;
- By June 2019 children achieving expected levels in reading will increase to: Primary 1 - 87%, Primary 4 - 83% and Primary 7 - 93%;
- Support individuals (P2-5) to develop Numeracy concepts using SEAL resources and individual/small group instruction;
- By June 2019 children achieving expected levels in numeracy will increase to: Primary 1 - 91%, Primary 4 - 86% and Primary 7 - 93%;
- Continue to resource and run 2 x Nurture Groups to support vulnerable children;
- Train staff in Growth Mindset Theory to better enable them to build learning resilience in all children;
- Employ a Family Support Worker for a half-week each week to support vulnerable families and increase engagement and participation in their children's learning with the aim of increasing attendance to 96% and reduce late coming;
- Employ the services of a Speech and Language Therapist for one half-day each week to support children with speech and language difficulties.

Non-negotiable: All children will have their needs in literacy, numeracy and health and wellbeing assessed, identified and met within the limits of time and resources available over their time at Carmondean Primary School.

PART 2: Actions & Outcomes

PEF Priority	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>	Stage/ Year Grp	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 2020? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i> <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>
Literacy	Embed Daily Reading across target groups Review suitability of Literature Circles to target groups Provide phonological support to individuals using the 5 minute box Provide Speech and language input for targeted individuals	P4-7 P3-7 P1-3 P1-2	Improvement in reading level in decoding and comprehension By using texts at the instructional level with maximum 5% new vocabulary literacy skills will be increased Children with poor phonological knowledge and awareness will develop greater skill to aid reading and spelling Improved speech for targeted individuals	PM Benchmark Pre-Post test YARC (York Assessment of Reading Comprehension) NL Active Literacy Years 2 and 3 Assessments SWST SNSA Results at P1, 4 and 7 Current Teacher Professional judgement Records of Attainment meetings SALT Records
Numeracy	Provide Individual SEAL support to targeted individuals under achieving Provide number concept support to individuals using the 5 minute box	P2-5 P1-3	Targeted children to have a better grasp of early numeracy concepts.	WL SEAL Assessments SNSA results at P1, 4 and 7 Teacher Professional Judgement Records of attainment meetings
Health and Wellbeing	Continue to run 2 x Nurture Groups to support children with attachment disorders	P2-3 P4-7	Improved mental health, social and emotional functioning, attainment and self-worth of identified children	Pre- and Post- Intervention Boxall profiles Learning journals/personal reflections
Across Learning	Introduce Family Learning Provide a Family Link Worker to work with vulnerable children and their families Growth Mindset training for staff to raise awareness and skill level.	N-P7	Parents/carers will engage in shared learning and learn how to support their children's learning. Improved punctuality and attendance Increased staff awareness of Growth Mindset theory to build confidence and resilience in learning.	Attendance at Curriculum events Home activities completed Homework Records Attendance Figures

Cluster Professional Learning	Train staff in building resilience in learners.		Professional CLPL input Professional dialogue Skills identified and a programme of work designed	Pre- and Post-tests of children's perceptions of their own resilience (Likert scale survey) Collection of views of stakeholders Professional dialogue (Cluster)
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