



CARMONDEAN PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2024 / 2025

RESPECT – ACHIEVE – INCLUDE - NURTURE



Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities
VSE January 2025

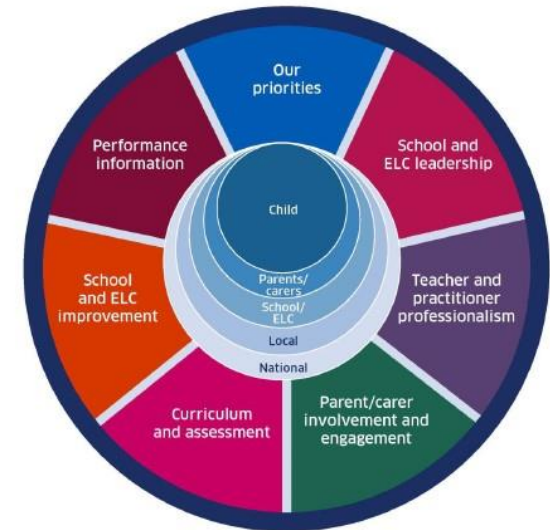
Local Authority Factors

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 care 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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Vision, Values and Aims

Our Vision

At Carmondean Primary School, our vision is, '**To be a vibrant learning community where we work together to support each child to reach their fullest potential.**' This vision is shared by our whole school team, our learners and their parents/carers.

Our Values

Our values are what makes Carmondean Primary School the unique learning environment that it is and have been decided in consultation with all stakeholders. They are: **Respect, Achieve, Include and Nurture.** These values permeate our culture and ethos, our curriculum and everything we do at Carmondean – we live and breathe them.

Curriculum Rationale

As does every school in Scotland, Carmondean Primary School follows Curriculum for Excellence overseen by the Scottish Government, Education Scotland, and West Lothian Council. Curriculum for Excellence (CfE) aims to give all learners four capacities: to be a 'Successful Learner', to be an 'Effective Contributor,' to be a 'Responsible Citizen' and to be a 'Confident Individual'. CfE aims to develop these capacities in our learners through the four contexts for learning, i.e., Curriculum areas and subjects; Interdisciplinary learning; Ethos and life of the school and Opportunities for personal achievement. CfE aims to deliver a broad general education in the early and primary school years through a skills-based curriculum based on eight curriculum areas: Expressive Arts; Health and Wellbeing; Languages (including English, Gaidhlig, Gaelic learners and modern languages); Mathematics; Religious and Moral education; Sciences; Social Studies and Technologies. As well as these curriculum areas, opportunities are planned for to develop skills for learning, skills for life and skills for work. Within this broad description, Carmondean Primary School interprets CfE for our unique context and our individual learners. All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>



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Contextual Data Analysis and Rationale for 2024/25 School Improvement Plan

a) Background - The context for the learners in our school

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 331 children in the Primary School and 30/20 children in the Early Learning Centre (ELC). The school benefits from a mixed catchment area with a Free Meal Entitlement of 19.03%. Our roll is made up of: 27.19% Quintile 1, 18.73% Quintile 2, 19.34% Quintile 3, 9.06% Quintile 4 and 23.87% Quintile 5 (1.81% are undefined).

The Primary School has 13 classes and provides Early Learning and Childcare (ELC) for morning, afternoon and full-day sessions. Staffing consists of a Head Teacher, Depute Head Teacher, 1 Principal Teacher, 16 class teachers (6 part-time), 1 Nurture teacher, 2 part-time Additional Support Needs teachers and 7 Pupil Support Workers. The school also benefits from having 1 specialist teacher for PE and 1 teacher for Digital Technology. The ELC is led by the Depute Head Teacher and supported by 1 full-time Early-Years Officers. There are also 4 full-time ELC practitioners, 2 part-time ELC practitioners and 2 Pupil Support Workers. The school is well supported by external agencies, for example, Speech and Language Therapy, Educational Psychology.

Carmondean Primary School is a Rights Respecting School (Gold) 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, the Carmondean Committee.

b) Data to identify the universal and targeted School Improvement Plan Priorities (SIP)

Our 2023-2024 shows that most children are achieving expected levels in Literacy and Numeracy at P1, P4 and P7. Almost all learners across P1-P7 are achieving expected levels in Listening and Talking. Targeted interventions such as daily reading, Fry's word revision, ELF time and SEAL sessions enabled children to continue to make progress in their learning across the school.

Our Quintile 1 data shows that most children are achieving within reading, listening and talking, numeracy and mathematics with the majority of Quintile 1 children achieving within writing and combined literacy.

Looking forward, we aim to further increase our attainment within literacy through implementing PM Writing and PM Oral Literacy, continuing writing moderation and embedding reciprocal reading strategies. Within numeracy we aim to further develop staff confidence in moderation within numeracy and mathematics, increase staff knowledge of progression pathways and review assessment procedures.

Within health and wellbeing, almost all of our children responded that they felt safe within school with most children feeling satisfied with our school in our pupil ethos survey. Behaviour has become a more prominent feature within our school and we plan to continue offering our alternative skills based curriculum through The Den in an attempt to tackle this escalation.



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Skill	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7	Overall
Reading	94.29%	95.35%	89.74%	82.35%	95.74%	96.15%	88.71%	91.49%
Writing	91.43%	88.37%	84.62%	74.51%	91.49%	94.23%	87.10%	87.23%
Listening & Talking	100.00%	97.67%	97.44%	96.08%	97.87%	98.08%	93.55%	96.96%
Literacy	91.43%	88.37%	84.62%	74.51%	91.49%	94.23%	85.48%	86.93%
Numeracy	97.14%	95.35%	87.18%	86.27%	91.49%	88.46%	90.32%	90.58%
Mathematics	97.14%	97.67%	89.74%	96.08%	91.49%	96.15%	90.32%	93.92%

Table 1 – Overall Attainment Summary – June 2024 (Track 3)

Skill	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Reading	85.17%	94.00%	89.97%	100.00%	95.13%
Writing	81.26%	92.57%	82.80%	96.42%	91.15%
Listening & Talking	95.59%	98.90%	97.11%	100.00%	96.02%
Literacy	80.00%	91.53%	82.81%	96.55%	91.36%
Numeracy	86.08%	95.43%	84.03%	100.00%	94.72%
Mathematics	88.40%	96.86%	93.14%	100.00%	96.51%

Table 2 – Overall SIMD Summary – June 2024 (Track 3)

Our data indicates that the gap between Quintile 1 and Quintile 5 learners in combined literacy has decreased by 6.55% from June 2023 to June 2024. Within numeracy the gap has decreased by 1.20% in the same period.

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the ‘Resources to support the refreshed CfE Narrative’.

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Carmondean Primary School - 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> <p>Maintain a strong focus on children's health and wellbeing, working in partnership with families and our community.</p>	<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"> Refresh our knowledge and understanding of the Zones of Regulation, involving families and stakeholders in this process, including staff CLPL. Involve the school community in refreshing our Positive Relationships Policy, developing an awareness of what bullying is, how we deal with this and consequences/rewards. All staff to engage with the Circle Document. Develop a charter for the playground and lunch hall linked to UNCRC. Continue to embed the Relationships, Sexual Health and Parenthood programme. Continue to develop our Health and Wellbeing online trackers at three points over the course of the year (Sept, Feb, May). Develop more opportunities for parental engagement. Refresh the Curriculum Rationale, Vision, Values and Aims. 	<p>December 2024</p> <p>June 2025</p> <p>December 2024</p> <p>June 2025</p> <p>June 2025</p> <p>June 2025</p> <p>June 2025</p>	<ul style="list-style-type: none"> Through a questionnaire, almost all children show an awareness of what the Zones of Regulation are and how they are used in school. A new Positive Relationship Policy is developed with input from all stakeholders. Charter displayed and implemented within the playground and lunch hall. RSHP programme is taught in all classes, reflected and evaluated in forward plans. All children report against the Wellbeing Indicators. Staff engage in trusted adult conversations when appropriate. Provision of parental engagement opportunities has increased. Revised Curriculum Rationale, Vision, Values and Aims are launched, shared with all stakeholders and begun to be embedded.
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Raising attainment in Literacy and Numeracy through consistent Learning, Teaching and Assessment.</p>	<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"> Continue to embed PM Writing and PM Oracy programme alongside the West Lothian Literacy Framework. Continue to implement Early Literacy Focus (ELF) time within P1-P3. Create strategies for Literacy, Numeracy and Assessment. Cluster leads will focus on high quality rich tasks, lessons and questioning within fractions, decimals, percentages and assessment. 	<p>June 2025</p> <p>June 2025</p> <p>June 2025</p> <p>June 2025</p>	<ul style="list-style-type: none"> All staff implementing PM resources consistently. Regular moderation shows progression and improvement in writing. Equity & Excellence meetings show an improvement in children's combined literacy achievements within P1-P3. Improvement Teams develop and launch strategies for Literacy, Numeracy and Assessment. All staff engage in CLPL led by cluster leads and implement strategies within the classroom.



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		<ul style="list-style-type: none"> Staff to develop Numeracy and Maths working walls. 	September 2024	<ul style="list-style-type: none"> Numeracy and Maths working walls are consistently being used by staff and pupil to engage with learning.
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Make effective use of additional PEF resources.</p>	<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	<p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</i></p> <p><i>Please follow this link (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>		Documented in PEF Plan
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Increased opportunities for children to lead their own learning across the curriculum.</p>	<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"> Development of profiling to record pupil progress and achievement. All staff will engage with meta-skills progression framework. Development of meta-skills programme for all learners. Weekly focus in vertical groups for development of meta-skills. 	<p>June 2025</p> <p>June 2025</p>	<ul style="list-style-type: none"> Staff engagement in Education Scotland profiling product to show a greater understanding of learning, progress and next steps. Pupil feedback shows greater understanding of meta-skills.



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