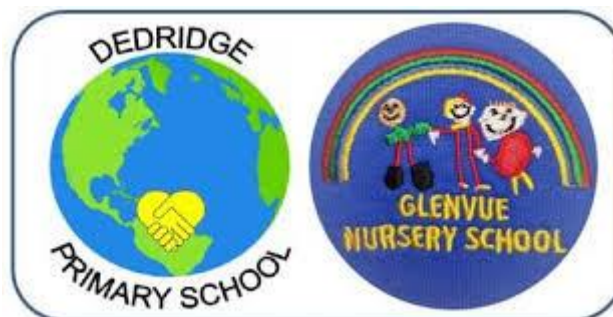


Dedridge Primary School and Glenvue Nursery SCHOOL IMPROVEMENT PLAN RECOVERY PHASE PLAN



2020 / 2021

Factors Influencing the Improvement Plan

School Factors

The school identified the need to ensure consistency in approaches in Literacy across the school to further support pupil progression and development. Our evaluation also highlighted the need to ensure that all children are supported in a nurturing way on the return to school following an extended lockdown period. We have continued to engage with our students successfully via remote and digital channels and will continue to build on sharing our learners' successes by finding new ways to celebrate achievements.

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

Recovery Framework – Re-exploring Learning

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





Building the Rainbow: A phased Curriculum Rationale



Double click on the image above to take you to an interactive PDF which will link you to the relevant documents

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

Improvement in attainment, particularly in literacy and numeracy

This cohort of Primary 5 and Primary 6 children's combined literacy score is being affected by the attainment within writing with 72.22% of children in Primary 5 on track to attain writing (March 2020) and 68.18% in Primary 6. Therefore, a targeted focus in this area is still required.

This cohort of Primary 2 and Primary 3 children's combined literacy score is being affected by the attainment within reading with 70.59% of children in Primary 2 on track to attain reading (March 2020) and 66.67% in Primary 3. A focus on reciprocal reading, as well as support from the Principal teacher, will aim to improve the attainment for this cohort of children.

This session, our P1 and P7 results have most of children on track to attain the national standard in Literacy and numeracy. Results in Primary 4, however, show a combined literacy score of 64.71%. In numeracy, 70.59% were on track to attain. This cohort of children will require to be supported in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children and young people

Quintile 2 pupils form a large percentage of our school and most of the children do not attain as well as the Quintile 1 children. We need to address this by ensuring that these Quintile 2 children are identified and targeted in order to improve our overall attainment score.

Improvement in children and young people's health and wellbeing

Engaging children in a curriculum that was adapted to meet the needs of our learners has been an ongoing focus for us and data tells us that, prior to lockdown, we had improved the engagement of our pupils by 8.9%. The targeted intervention group was composed of 40% Q1 pupils and 60% Q2 and Q3 pupils. Of the Q1 pupils we increased their levels of engagement by an average of 15%. Their Health and Wellbeing Indicators Scores which we defined as a precursor to increased engagement was increased by an average of 18.7%. Of the Q1 pupils their Health and Wellbeing Indicator scores increased by an average of 19%.

Ongoing tracking of our online engagement tells us that 51% of our Q1 pupils were engaging and 55% of our Q2-5 children were regularly engaging online. Whilst this is not a significant gap in terms of numbers of children it does highlight a discrepancy between our least and most disadvantaged pupils in spite of all the work and resources we have put into supporting these families.

- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Dedridge Primary School - School Improvement Planning (Recovery Phase and beyond) 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>To continue to develop the engagement and participation of learners through a continued focus on their mental and physical wellbeing.</p>	<ul style="list-style-type: none"> Engage with the One Trusted Adult approach to ensure all children in the school feel safe and supported Monitor children's emotional wellbeing and ability to engage in school by carrying out the wellbeing survey for all pupils each term Maintain focus on HWB as a priority for learning and teaching agendas using structured recovery framework to ensure consistency Equip all pupils with the strategies and means to continue engaging with their teacher in event of lockdown 	<p>May 2020 – June 2021</p>	<p>All children who request an appointment are seen by their OTA and tracked through the recording system.</p> <p>Almost all children reporting Amber or better for WB indicators in school. Number of children reporting Red falls from 7% to below 5%.</p> <p>Stakeholder surveys used to gather feedback and identify areas for improvement and intervention.</p> <p>All children able to use Teams / Seesaw to access teaching from home. All children who are isolating at home are engaged in their learning.</p>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>Continue to develop consistent approaches to learning, teaching and assessment especially within literacy and numeracy</p>	<ul style="list-style-type: none"> Revisit the IDL curriculum to offer learners increased opportunities for personalisation and choice and provide staff with enriched holistic assessment data. Improve attainment in reading through introduction of Reciprocal Reading approaches within the school led by Literacy Champions 	<p>Aug 2020 – June 2021</p> <p>Rollout October 2020</p>	<p>Observation of teaching and school environment shows increase in skills-led and pupil-led learning experiences.</p> <p>Evidence of Reciprocal Reading evident in student work, focus groups and classroom visits. Improvement in children on track in reading from 74% to 77% across the school</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Ensure that the least advantaged children are equipped and able to access learning at home as well as learning at school</p>	<ul style="list-style-type: none"> Extend the implementation of PM Writing to ensure consistent, structured approach in school Build on success in engaging families during lockdown to support families in most need by providing devices and access to Teams and Seesaw for online and blended learning Continue to engage in FM Reading Challenge and start the Reading Schools Accreditation programme 	<p>Re-launch Sep 2020</p> <p>Survey Aug 2020, ongoing review</p> <p>November 2020</p>	<p>Attainment in writing improves from 74% to 78% across the school</p> <p>All families have access to remote learning through provision of devices. Vulnerable families identified through telephone survey. Nearly all children access and engage in online and remote learning</p> <p>Reading Schools Accreditation Bronze achieved.</p>

	<ul style="list-style-type: none"> • Develop the use of Counting Collections and Choral Counting in Primary 5 to improve children's understanding of number processes • Embed Number Talks in all classes to improve mental agility and computation skills of children. Children are able to verbalise their thinking and describe strategies. • Increase engagement in identified Primary 7 children through development of nurturing classroom environment. • Improve attainment in P4-5 writing through targeted interventions (team teaching, small group working) through PEF-funded development post. • Develop teacher understanding of national expectations through cluster moderation of literacy and numeracy across the year 	<p>October onwards</p> <p>Ongoing</p> <p>Children identified Aug 2020 and then ongoing review</p> <p>Beginning Oct 2020</p> <p>Ongoing</p>	<p>Identified gaps in SEAL assessment baselines (Sept 2020) addressed for targeted children. Gaps reduced in SEAL reassessment in March 2021.</p> <p>Improvement in mental agility and problem solving strategies across learning. Children are confident applying these in different situations.</p> <p>Engagement of identified pupils in P7 tracked. Baselines for nurture group tracked using Boxall termly. Whole class tracked weekly using EPS participation tracker for comparison.</p> <p>Writing improves in targeted classes: P4: 70% to 77%; P5: 62% to 72% (incl. ASD resource)</p> <p>All teachers confident in applying consistent professional judgement in Literacy and Numeracy</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Build upon the skills approach within the curriculum</p>	<ul style="list-style-type: none"> • Develop a skills-focused curriculum ethos through development of IDL curriculum • Engage pupils in skill based learning projects designed to motivate and inspire learners through STEAM team collaboration • Ensure teacher confidence as they develop this stage of the curriculum • Build on the success of digital assemblies and communications to promote the skills agenda through celebration of success 	<p>Aug 2020 – June 2021</p> <p>June 2021</p> <p>Phase 1: Oct-Dec 2020 Phase 2: Jan-May 2021</p> <p>Ongoing</p>	<p>Pupil focus groups – most children can confidently discuss acquisition of skills. Baseline data gathered in September and revisited termly. Baseline observation data of classrooms used to establish development areas.</p> <p>Achievement of recognition for Eco Schools, RRSA, etc. Most P7 pupils achieve JASS award</p> <p>Teacher evaluation of 'test of change' (Oct-Nov) through QA Quad working groups. Next steps are identified and actioned.</p> <p>Weekly newsletter to parents highlighting pupil achievements and digital assemblies in school will raise the profile of skills rather than curricular areas.</p>

