



*BROXBURN PRIMARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
RECOVERY PHASE PLAN*

*2020/2021*

## Factors Influencing the Improvement Plan

### School Factors

Addressing Action Points identified in school's Self Evaluation procedures  
Improvement Plan within Broxburn Cluster  
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 ([West Lothian Raising Attainment Strategy](#))  
*Transforming Your Council*

### Corporate Plan

Education Services Management Plan  
West Lothian Council - Recovery Plan including - 'From Recovery to Re-Explored'  
West Lothian Parental Involvement and Engagement Framework  
Continuation of Phased Implementation of 1140 hours ELC

### National Factors

Scottish Government Guidance - Coronavirus (COVID-19): guidance on re-opening school age childcare services  
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All  
Pupil Equity Funding  
How Good is Our School? 4<sup>th</sup> 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  
Realising the Ambition  
Child Protection Procedures  
GTCS standards and professional update



# BROXBURN PRIMARY SCHOOL



Working together to ...



Inspire, Achieve



Care



Happy Children



Bright Futures



Core beliefs we nurture are ...



Fairness

Achievement

Integrity

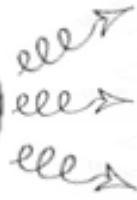
Respect

Equity for all

The potential of all

Personal responsibility

Due regard for



Delivering our aims by ...



## **Contextual Data Analysis and Rationale for 2020/21 SIP**

### **a) Background**

The Head Teacher has led improvements alongside the Leadership Team of the school. During the last session (2019-20) the COVID - 19 pandemic resulted in a school closure from March to August. This led to the whole school community learning, teaching and interacting in creative ways. Ongoing self-evaluation during the closure and throughout the year has identified the following strengths in the school's work; support for health and wellbeing of children and staff, learning focussed on key areas of the curriculum, with continued focus on skills for learning, life and work and in particular a focus on digital skills to support learning. There was an increased consistency with regard to approaches to learning and teaching, with a continuous focus of aspects of literacy and numeracy to meet the needs of learners and raise attainment. The tracking and monitoring of progress has focussed on the health and wellbeing of learners and supported learner engagement during the school closure. During the last year the school improvement priorities have focussed on ensuring the children have access to a high quality learning and teaching whether in the building or through digital platforms. Through ongoing self-evaluation using HGIOELC and HGIOS4 further areas for development continue to be identified and we are focused on ensuring that children make very good progress, whilst we continue to raise attainment for all.

### **b) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?**

Our data identified significant gaps across First Level and at the beginning of Second Level. Our universal priorities will be improving the HWB of pupils, developing reading and writing skills to ensure most of our children are attaining across learning at all levels. Target groups include children who have gaps within the foundation skills needed. This may be due to experiences during school closure, factors such as early life experiences and ongoing family issues which have impacted literacy and numeracy skills. Universally we will develop the pedagogy of reading and writing skills as well as consistency within numeracy teaching. We will also develop robust assessment to support the identification of gaps in learning for targeted groups and to inform specific interventions to support attainment within these areas.

### **c) Summary/overview of proposal & non-negotiable outcomes**

**This session we will focus on:**

- Interventions to improve HWB by building emotional resilience and introduction of support strategies.
- Focussed literacy interventions for targeted groups within First Level and P5.
- Consistency and high quality pedagogy for learning and teaching of numeracy.

**Non-negotiable outcomes:**

- Most children will self-report scores above 2 across all wellbeing indicators.
- Most children will achieve appropriate levels within literacy and numeracy.

**BROXBURN PRIMARY SCHOOL - SCHOOL IMPROVEMENT PLANNING FOR ENSURING EXCELLENCE AND EQUITY**

School Priorities Linked to NIF Priorities	NIF Drivers	Proposed Actions	By	Measures of Success
<b>Raising attainment for all, particularly in literacy and numeracy:</b>				
Learners will experience high quality assessment to identify gaps in learning, through curriculum improvement, professional learning and moderation.	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of Children's Progress <input checked="" type="checkbox"/> Performance Information	Create and implement Assessment strategy.	May 2021	An Assessment Strategy has been created and is implemented by practitioners.  Consistent assessment for Literacy, Numeracy and HWB is embedded within planned learning by practitioners.
Learners will experience high quality learning in Reading and Writing, to develop skills through appropriate support and challenge.		Implement Literacy Action Plan to develop skills, led by Literacy Recovery Improvement Group.		Most children attain all 3 literacy areas, at all stages.
<b>Closing the attainment gap between the most and least advantaged children:</b>				
Currently 86% of identified individuals attain in all areas of Literacy and Numeracy. Through targeted interventions an additional 4% will be on track to achieve at the appropriate level.	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Assessment of Children's Progress <input checked="" type="checkbox"/> Performance Information	Implement interventions identified through PEF impact document.	May 2021	Performance information for identified groups of children, demonstrates a 4% increase from Track 1 to Track 4, in all areas of literacy and numeracy.
<b>Improvement in all children and young people's wellbeing:</b>				
Staff and learners will experience a consistent, nurturing culture to support recovery and positive health and wellbeing.	<input type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Parental Engagement	Implement HWB Action Plan led by HWB Recovery Improvement Group.	May 2021	Almost all learners will self-report scores higher than 2 across most of the wellbeing indicators.  Staff will increase the rate that they score their emotional well-being.
<b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b>				
Learners will experience high quality digital learning across their learning.	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of Children's Progress	Implement Digital Learning Action Plan, led by Digital Learning Recovery Improvement Group.	May 2021	Most children develop and apply digital skills within their daily learning.  A Digital Learning Strategy has been created and is implemented by almost all practitioners, including digital home learning.
Learners will use Profiling to demonstrate the application of skills across learning and the World of Work.		Use Digital Profiling to identify application of skills within World of Work Skills.		Almost all children have a digital profile which records their learning and skills.



# BROXBURN PRIMARY SCHOOL ELC ACTION PLAN TO DELIVER SIP

2020/2021

**BROXBURN PRIMARY SCHOOL ELC - IMPROVEMENT PLANNING (RECOVERY PHASE) FOR ENSURING EXCELLENCE & EQUITY**

<b>Priorities</b>	<b>Actions for Recovery</b>	<b>Timescale</b>	<b>Measures of Success</b>
Improvement in all children and young people's wellbeing:	Embed ELC vision and values.	Jan 2021	Measured through percentage of parental participation.
	Ensure engagement of parents/carers to support wellbeing.	Jan 2021	Regular parent/carer feedback.
	Create a consistent, nurturing culture to support recovery curriculum and positive health and wellbeing.	Nov 2020 Ongoing	Almost all learners will self-report scores higher than 2 in at least 7 of 8 wellbeing indicators. Staff to regularly feedback on development of the curricular area and impact on children's learning.
	Support children to understand their emotions.	Ongoing	Children express and discuss their feelings while recognising these in others.
	Develop an understanding of sustainability through planting and growing, with the children.	Mar 2021	Children understand the process of food from 'farm to fork'.
Raising attainment for all, particularly in literacy and numeracy.	Children encouraged to be active participants in their learning.	Oct 2020 Ongoing	Children's voices evident throughout planning, floor-books and observations. Children are aware of their next steps in learning. Sharing of information as a staff team on the individual child and to ensure continuity and best practice.
	Outdoor learning opportunities for all children to experience are developed.	Oct 2020 Ongoing	Improved participation of children in this area.
	Improve children's oral literacy and vocabulary.	May 2020	Ongoing data and Renfrew programme to show progress.
	Explore number in a fun and active way.	Ongoing	Children frequently using the language of numeracy/maths throughout the day.
	Implement the Principles of Froebel learning.	May 2020	Trained staff have a clear understanding of Froebel Principles and share this knowledge with others within the ELC.
Closing the attainment gap between the most and least advantaged children:	Interventions and support for individual children such as sensory play, outdoor, gross and fine motor skills, rhyme and stories.	June 2021	Ongoing data for individual children demonstrates an increase in all areas of health and wellbeing, literacy and numeracy.
Improvement in employability skills and sustained, positive school leaver destinations for all young people:	Children establish skills for life and work within real life contexts	Mar 2021	Increased responsibility taken by the children for their environment.
	Develop aspirational families and children	May 2021	Increased participation of the wider community.
	Children will engage in digital learning across the curriculum.	October Ongoing	Most children develop and apply digital skills within their daily learning.
	Working with schools and colleges to develop employability skills in ELC workforce in line with 1140 expansion	Ongoing	Training, reviews and empowerment agenda for staff and students.