



West Lothian
Council



BROXBURN PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2023/2024

FACTORS INFLUENCING THE IMPROVEMENT PLAN

School Factors

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

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](#))

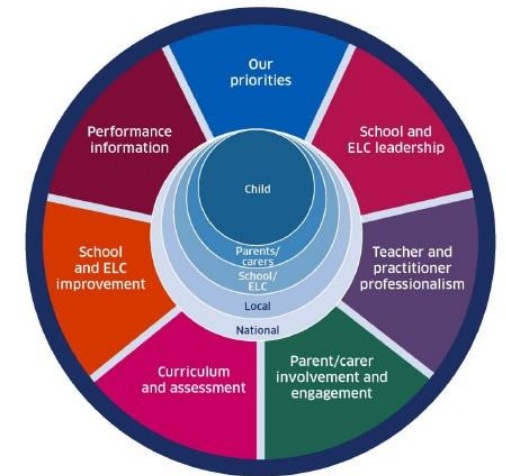
Transforming Your Council

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



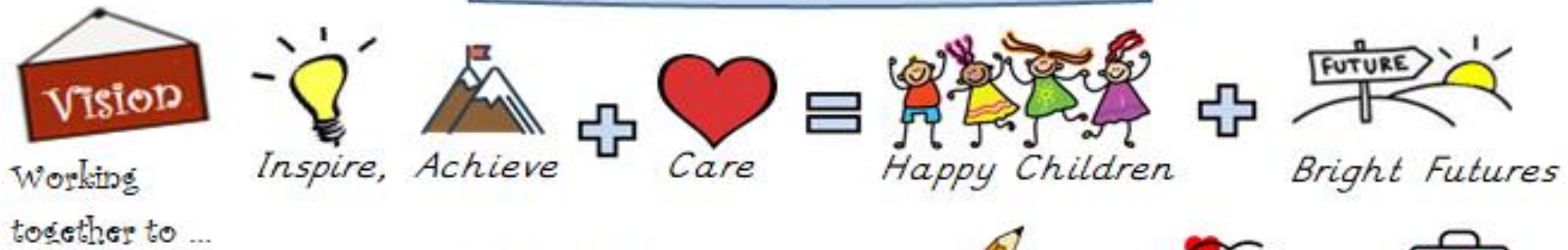
COURAGE

RELATIONS

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BROXBURN PRIMARY SCHOOL



Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

a) Background

The Head Teacher has led improvements alongside the SLT, staff, families and pupils. Ongoing self-evaluation throughout the year and validation at our VSE in November 2022, has identified the following strengths in the school's work; the nurturing ethos with a clear understanding from all stakeholders regarding the vision, value and aims of the school, which were evident throughout the life of the school. Also our strength in support for the health and wellbeing of children and staff, learning focussed on key areas of the curriculum and continued improvement in attainment. There has been increased consistency with regard to the learning and teaching of curricular areas, with a continuous focus of aspects of literacy, numeracy and HWB to meet the needs of learners and continuously raise attainment. During the last year the school improvement priorities have focussed on ensuring the children experience high quality learning and teaching across the curriculum, informed by ongoing self-evaluation, using HGIOELC and HGIOS4 to identify areas for development and ensuring we continue to focus on very good progress being made by all.

b) Attainment Analysis

Pupils On-track by Curricular Area								Literacy Elements			
	Roll	Reading	Writing	L & T	Literacy	Numeracy	Maths	3	2	1	0
P1	38	92.11%	84.21%	97.37%	84.21%	92.11%	97.37%	84.21%	7.89%	5.26%	2.63%
P2	38	86.84%	84.21%	92.11%	84.21%	92.11%	94.74%	84.21%	0.00%	10.53%	5.26%
P3	49	73.47%	69.39%	83.67%	69.39%	81.63%	81.63%	69.39%	4.08%	10.20%	16.33%
P4	57	79.31%	72.41%	84.48%	72.41%	82.76%	82.76%	72.41%	6.90%	5.17%	15.52%
P5	59	76.27%	62.71%	79.66%	59.32%	79.66%	88.14%	59.32%	11.86%	16.95%	11.86%
P6	46	82.61%	71.74%	95.65%	71.74%	76.09%	80.43%	71.74%	10.87%	13.04%	4.35%
P7	56	92.98%	85.96%	94.74%	84.21%	92.98%	87.72%	84.21%	7.02%	7.02%	1.75%

Green is more than 75%

Red is less than 70%

Deprivation Analysis - Pupils on track (* or 1)

Quintile 1								Quintile 2						
	No	Reading	Writing	L & T	Literacy	Numeracy	Maths	No	Reading	Writing	L & T	Literacy	Numeracy	Maths
P1	0							6	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
P2	0							9	66.67%	66.67%	100.00%	66.67%	77.78%	88.89%
P3	0							11	54.55%	54.55%	63.64%	54.55%	63.64%	63.64%
P4	0							14	64.29%	57.14%	85.71%	57.14%	71.43%	71.43%
P5	0							12	83.33%	58.33%	75.00%	50.00%	75.00%	75.00%
P6	1	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	11	81.82%	54.55%	100.00%	54.55%	54.55%	63.64%
P7	0							17	100.00%	82.35%	94.12%	82.35%	100.00%	88.24%



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Quintile 5							
	No	Reading	Writing	L & T	Literacy	Numeracy	Maths
P1	11	90.91%	81.82%	72.73%	72.73%	90.91%	90.91%
P2	8	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
P3	10	90.00%	70.00%	100.00%	70.00%	100.00%	100.00%
P4	18	94.44%	94.44%	94.44%	94.44%	94.44%	94.44%
P5	10	70.00%	60.00%	70.00%	60.00%	90.00%	100.00%
P6	11	81.82%	81.82%	100.00%	81.82%	81.82%	81.82%
P7	7	85.71%	85.71%	100.00%	85.71%	85.71%	85.71%

Attainment	Reading	Writing	L & T	Literacy	Numeracy	Mathematics
Average Q5	88%	82%	91%	81%	92%	93%
Average Q2	79%	68%	89%	69%	78%	78%
Difference	9%	14%	2%	12%	14%	15%

	ACEL PI, P4 & P7 Literacy Combined				ACEL PI, P4 & P7 Numeracy Combined			
	Overall Level	Q2	Q5	Gap (Q2- Q5)	Overall Level	Q2	Q5	Gap (Q2- Q5)
Current Level 2022 - 2023	81%	80%	85%	5%	90%	85%	91%	6%
By 2023 - 2024	85%	83%	86%	3%	91%	87%	91%	5%
By 2025 - 2026 Stretch Aim	88%	88%	88%	0%	93%	89%	93%	4%

Percentage of Children Self Reporting red in Wellbeing Indicators								
Wellbeing Indicator	Safe	Healthy	Achieve	Nurtured	Active	Respected	Responsible	Included
P1, P2,P3 & P4	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
P5 (59)	0.00%	0.00%	0.00%	0.00%	0.00%	3.39%	0.00%	1.69%
P6 (46)	0.00%	0.00%	2.17%	0.00%	0.00%	2.17%	0.00%	4.35%
P7 (57)	0.00%	0.00%	0.00%	0.00%	1.75%	0.00%	0.00%	0.00%
Total	0.00%	0.00%	2.17%	0.00%	1.75%	5.56%	0.00%	6.04%

2023-2024	School	Authority
Free School Meal Uptake	17.35%	18.80%
Clothing Grant	24.34%	26.89%

2023-2024	School	Authority
Attendance	93.19%	92.21%
Authorised absence	4.50%	5.67%
Unauthorised absence	2.31%	2.21%



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Key Information from Data

- Our data identifies significant differences in writing within some stages, with P3 and P5 having less than 70% 'on track' impacting on overall Literacy attainment at these levels.
- Our data also identifies significant differences in Reading, Writing and Numeracy for Quintile 2 children.
- All of our Quintile 1 children are achieving across all areas of learning.
- The difference between attainment for Quintile 2 and Quintile 5 is lower than West Lothian average of 20% in all areas, we are aiming to reduce Q2 - Q5 difference to less than 11% in all areas for Broxburn Primary,
- Our Free School meal and Clothing Grant Uptake is between 1 - 3% lower than Authority uptake
- Our attendance is less than 1% higher than authority figures
- Our authorised absence is 1% lower than authority figures
- Our unauthorised absence 0.1% higher than authority figures
- Only 5 children self-report any wellbeing indicators as red.
- A total of 7 times when red is self-reported within wellbeing indicator, this is 0.1%

What are our priorities?

Our universal priorities are:

- To increase engagement in learning to inspire children to be confident, successful, responsible and effective.
- To develop the totality of our curriculum to increase learner choice and the application of core learning.
- To place the rights and needs of every child at the centre of learning.

Our targeted priorities are:

- Almost all stages will attain 70% or more of pupils on track in writing.
- To increase the number of stages attaining 70% in overall Literacy & Numeracy.
- To reduce the average attainment gap between Q2 & Q5 learners in overall Literacy and Numeracy to 11% or less.
- To reduce unauthorised absence to less than 2%



Broxburn Primary school - School Improvement Planning for Ensuring Excellence and Equity

School Priorities Linked to knowledge & data	NIF Driver	Proposed actions	By	Measures of Success
Improvement in all children and young people's wellbeing: <i>(Placing the human rights and needs of every child and young person at the centre of education)</i>				
Learners will experience a respectful ethos which places the rights and needs of every child at the centre of learning.	<ul style="list-style-type: none"> ☒ School & ELC Improvement ☒ School & ELC Leadership ☒ Teacher & Practitioner Professionalism ☒ Parental Engagement 	<ul style="list-style-type: none"> • UNCRC Group to apply the 5 key areas within the UNCRC framework • Use service design tools to engage all stakeholders in reviewing our vision and curriculum offer. • Authority and Cluster review of support to ensure needs are met consistently. 	Aug - May 24	<ul style="list-style-type: none"> • Almost all learners report an awareness of their rights. • UNCRC is evident throughout learning environments and planned learning at all stages. • Representatives from all stakeholder groups have engaged in reflecting the vision within our curriculum • CAST process for P6, P7 and ELC are completed • Cluster Schools will develop consistent ASN processes
Raising attainment for all, particularly in literacy and numeracy (universal): <i>(Placing the human rights and needs of every child and young person at the centre of education)</i>				
Learners will experience high quality progressive learning to support the development of the totality of our curriculum, embedding, literacy and numeracy skills and opportunities to develop creativity and sustainability.	<ul style="list-style-type: none"> ☒ School & ELC Improvement ☒ School & ELC Leadership ☒ Teacher & Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum & Assessment ☒ Performance Information 	<ul style="list-style-type: none"> • Early - Second Level Play Pedagogy CLPL • Early - Second Play Improvement Group implement Play Pedagogy approach to create opportunities for application of literacy, numeracy and creativity skills across learning, within relevant contexts. • Early - Second Curriculum Improvement Group to embed curriculum developments to include relevant opportunities for the application of learning in literacy, numeracy, UNCRC, creativity and sustainability. 	Sep - Apr 24	<ul style="list-style-type: none"> • Almost all stages will attain 70% in overall Literacy & Numeracy. • Quality Improvement processes evidence learning experiences to support literacy, numeracy and creativity. • Early - Second level planners are complete and quality improvement processes evidence these are used by all staff.
Learners will experience high quality progressive learning to support the development of listening and talking skills.	<ul style="list-style-type: none"> ☒ Teacher & Practitioner Professionalism ☒ Curriculum & Assessment ☒ Performance Information 	Cluster Moderation Lead Practitioners will audit practice and support CLPL to develop greater shared understanding of professional judgements in listening and talking	Feb - May 24	<ul style="list-style-type: none"> • Cluster Moderation Lead Practitioners will plan moderation sessions to audit current practice and pedagogy to support consistent professional judgement. • Almost all stages will attain 70% in overall Literacy
Tackling the attainment gap between the most & least advantaged children: <i>(Placing the human rights and needs of every child and young person at the centre of education)</i>				
Currently all Quintile 1 children attain in all areas. Through targeted interventions, led by practitioners, most children identified as experiencing hidden poverty through a range of measures will be on track to achieve at the appropriate level.	<ul style="list-style-type: none"> ☒ School & ELC Improvement ☒ School & ELC Leadership ☒ Teacher & Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum & Assessment ☒ 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 School Improvement Documents to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>	Aug 23 Nov 23 Mar 24 May 24	<ul style="list-style-type: none"> • Almost all stages will attain >70% or more of pupils on track in writing. • Almost all stages will attain 70% in overall Literacy & Numeracy. • Average attainment gap between Q2 & Q5 learners in overall Literacy & Numeracy will be 11% or less. • Unauthorised absence will be reduced to less than 2%



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Improvement in employability skills & sustained, positive school leaver destinations for all young people: *(Placing the human rights and needs of every child and young person at the centre of education)*

<p>To increase pupil voice, leadership and engagement through curriculum development and a project based learning approach.</p>	<ul style="list-style-type: none"> ☒ School & ELC Improvement ☒ School & ELC Leadership ☒ Teacher & Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum & Assessment ☒ Performance Information 	<p><u>Universal</u> High quality CLPL as a cluster to ensure collegiality</p> <p>Develop an understanding of project based learning and the pedagogical protocols</p> <p>Develop learner leadership by supporting children/young people to apply the relevant skills linked the world of work, including independence</p> <p>Use 'prepare, sprint review' model to support staff to develop confidence in implementing and evaluating curriculum development within the BGE</p> <p>Implement and Evaluate creative and flexible approaches to learning and teaching</p> <p><u>Targeted</u> Develop approaches to ensure the accessible of the curriculum for all i.e. use of digital tools, scaffolded approaches</p>	<p>May 2024</p>	<ul style="list-style-type: none"> • Almost all stages will attain >70% or more of pupils on track in writing • Almost all stages will attain 70% in overall Literacy & Numeracy • Average attainment gap between Q2 & Q5 learners in overall Literacy & Numeracy will be 11% or less. • Unauthorised absence will be reduced to less than 2%. • Almost all learners are engaged in their learning • Learner voice evident in all PBL planning • Learner conversations show almost all learners understand their involvement in curriculum • Almost all staff report an increase in confidence levels in implementing project based learning pedagogy
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