

PEEL PRIMARY SCHOOL IMPROVEMENT PLAN

2024 / 2025



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

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

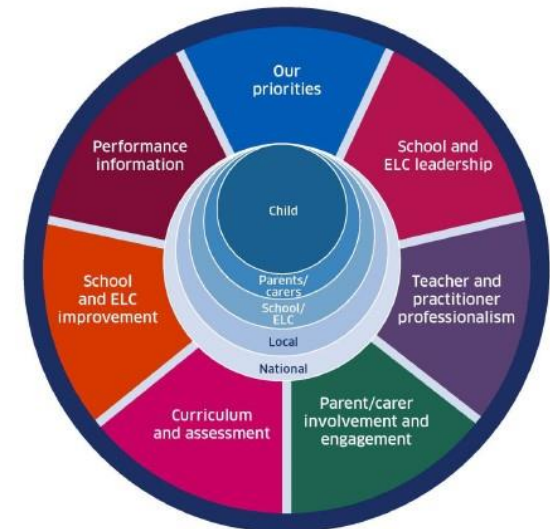
Local Authority Factors

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

Support for Learning: All our Children and All their Potential (ASL Review) 2020



Courage

Relationships

Relevance

Values



Our Vision

"Peel Primary School is an inspiring learning community where we respect each other and work together to always achieve our best"



Our Values

Ambition

Determination

Teamwork

Respect

Responsibility

Kindness

Our Aims

Success and Achievements – Raising Attainment and Achievement, Improving Well-being, Equality and Inclusion

To ensure that all learners are able to realise their potential through the promotion and recognition of attainment, achievement and excellence.

To provide a welcoming, safe, caring and healthy environment which addresses inequity and ensures that each learner is valued, supported and challenged.

To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.

To provide learners with opportunities to develop knowledge and understanding in relation to their duties and responsibilities as citizens in a democratic society.

Learning Provision – Curriculum, Learning, Teaching and Assessment, Partnerships, Personalised Support

To provide a stimulating, broad and progressive curriculum that provides our learners with the best possible learning opportunities and experiences.

To consistently deliver high quality learning and teaching and enable children to enjoy their education while developing positive attitudes towards learning.

To provide effective support for all learners which promotes personal and social development and underpins academic achievement.

To build and maintain effective partnerships between the school, its parent body, partner agencies and services, and the wider community.

The school currently has a role pf 376 pupils and currently 75 pupils enrolled at our Eliburn nursery. The school has 14 classes and a small group setting for the provision of ASN early/first level pupils. A learning hub is utilised elsewhere in the school to support pupils with additional support needs and to support HWB. The School and ELC's Senior Leadership Team consists of a Head Teacher, a Depute Head Teacher, a permanent Principal Teacher and two Acting Principal Teachers to support PEF interventions and support for learning. Over the past session, there has been a continued focus on health and wellbeing, literacy and numeracy in the context of data profile. We have a clear understanding of our school context and are working collectively to maximise our strengths and work on our areas for improvement to support learner's wellbeing and to consistently provide high quality learning experiences and opportunities which embrace all that we have learned.

b) Data

Attainment

Our data shows that overall, attainment in literacy and numeracy is very good. In our ELC, most learners meet expected key milestones at the appropriate time. There is particular strength in aspects of HWB, numeracy and reading, as well as potential for ongoing challenge and improvement in aspects of writing. By the end of P1, almost all learners attain the appropriate CfE levels in listening, talking, reading and writing. Almost all learners achieve expected national levels in numeracy by the end of P1. By the end of P4 almost all learners achieve the appropriate curriculum for excellence level in listening & talking, numeracy and maths with most learners achieving the appropriate levels in reading and writing. In P7, almost all learners achieve the appropriate level in reading, writing and listening & talking with most learners in P7 achieving expected levels in numeracy and maths. Our data shows that our combined school attainment at P1, 4 and 7 is consistently very good across Literacy and Numeracy and therefore our improvement priorities will be focused on maintaining and maximising learner progress and challenge through providing engaging learning experiences which motivate and inspire learners, and make use of a range of spaces for learning as well as the expertise of partners. Interventions are in place for individuals/groups of learners across HWB, Literacy and Numeracy. These are monitored regularly by school staff and termly through our excellence and equity tracking meetings. Across our school, there continues to be a gap in learners in quintiles 1-3 attainment compared with their peers in quintile 5. Our targeted priorities will work towards narrowing and closing this gap in terms of progress in learning as well as attendance and participation.

Wellbeing Data

Our most recent self-reported wellbeing data has provided an insight into how learners feel about their wellbeing. We have seen our children reporting positively within the safe, healthy, achieving, nurtured, active indicators and included with responsible and respected remaining at average over 92%. This, alongside staff professional judgement, have led to us consider our approaches to our whole school committee structure to support school improvement and our buddying programme (responsible/included) and continue to work on our whole school community awareness of the nurturing principles.

Engagement & Participation

Across the school, our levels of engagement and participation are good. However, as a school, we now need to consider how we can move beyond surface level engagement and to explore how we can continue to use creative pedagogy approaches and adapted learning environments to challenge learners and deeply engage them in their thinking. We will also continue to develop our systems to understand and monitor engagement across all classes. The school makes full use of two small group settings which children access in a variety of ways to support their wellbeing and positive engagement within lessons.

c) What are our universal priorities?

In session 24-25, we will focus on developing a clear understanding of the diverse make up of our school community and will use this information to work in partnership with all stakeholders to further develop our school culture and ethos, as well as our curriculum. We will continue to work together to build resilience in our whole school community through embarking on ear 2 of our building resilience [programme and will further support children's wellbeing development with a particular focus on the indicators of responsible and respected. Our data across Literacy and Numeracy in P1-7 indicates very little difference between attainment in both areas. However, within Literacy, our data from staff confidence surveys, focus groups with learners and learner work indicates that further work is required to broaden the variety of genres and provide opportunities for writing for a purpose. Throughout all of our improvement work next session, we will have a particular focus on developing a clear understanding of learner engagement and the ways this can be develop through opportunities for creative thinking and enquiry. Underpinning all of this work will be high quality staff training in response to the data gathered, to ensure all staff have a shared understanding as we continue to work towards a consistent approach across our school, as well as a commitment to expanding our partnership working.

d) What are our targeted priorities?

Our data shows that our school has learners spanning across all of the Scottish Index of Multiple Deprivation In addition, approximately 10.1% of our learners are in receipt of Free School Meals, from across all quintiles.



Courage

Relationships

Relevance

Values

Current P1 P4 and P7 data reports that the 2022/23 cohort performed well in recent SNSA assessments. Next session there will be a focus on mark making and writing skills within our ELC .and P1. Specific targeted support in writing is planned for second level learners.in addition to on going support within reading at all levels and stages.-

	P1 23/24	P4 23/24	P7 23/24
Reading	90.24%	82.76%	98.33%
Writing	90.24%	82.76%	93.33%
Listening & Talking	95.12%	98.28%	91.67%
Numeracy	90.24%	82.76%	96.67%

Our identified learners experience gaps for a wide range of reasons including their attendance, additional support needs and ongoing family issues which have an impact on their 'readiness' for learning, impacting on their attainment and achievement. The barriers to learning here are varied with no single cause, however mental wellbeing, focus and engagement can all be contributing factors. Our target groups will be for identified learners who experience barriers in literacy, particularly writing and numeracy at first level (P2&3) and second level (P5&6). It also includes those who experience challenges with their resilience, ability to share their thoughts and opinions and experience low self- esteem. Approximately 16 % of our learners have identified additional support needs which span a wide variety of conditions. Of this group, there is a wider variety of barriers to learning experienced which are supported by a differentiated and personalised approach.

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/>



Courage

Relationships

Relevance

Values

Peel Primary - 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>Strengthen school approaches to 3.1 and 2.4 to impact on pupil health, wellbeing, attainment and achievement.</p> <p>Refocus One trusted adult termly check ins using QR code appointment systems</p> <p><i>(Placing the human rights and needs of every child and young person at the centre of education)</i></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"> - Learners will continue to engage in Self Reporting to allow us to monitor their wellbeing throughout the session. - Fully embed the One Trusted Adult Approach throughout the session. - HWB Champion, Mini HWB Champs and Family Champ to ensure policy, systems and practices are up to date and relevant and current to our Peel context. - Review of current ASN needs across the school and provision of support for learning to ensure equity of support for learning across the school - To create a package of training for PSWs to best enable them to support pupils in quintile 1 & 2. - Further embed the use of wellbeing indicators across the school community. - Build staff capacity to plan interventions to support and promote pupil's social, emotional and physical wellbeing. - Refresh our H&W curriculum to ensure consistency and progression across the school. 	<p>August 2024- June 2025</p>	<p>Attainment tracking shows improvement – 90% or above (TPJ)</p> <ul style="list-style-type: none"> - Tracking of PEF children shows improvement - Pupil, parent and staff feedback - HWB, Mini HWB Champs and Family Champ to engage in CLPL/HWB sessions and ensure staff, parents and pupils are up to date to ensure policy, systems and practices are relevant and current to our Peel context. - Pupils self-reporting information analysed over time
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All children will receive clear, consistent differentiation across the school ensuring it is embedded, building on the progress made last year, to meet the needs of our learners, providing challenge for our more able children.</p> <p><i>(Placing the human rights and needs of every child and young person at the centre of education)</i></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>Universal interventions:</p> <ul style="list-style-type: none"> - Whole school CLPL to continue to embed differentiation in - Staff to employ small tests of change in Practitioner Enquiry, to build upon practice. - explore a structure that defines and guides a shared Peel approach to differentiation across the school. - Working party to create a 'Peel Differentiation Policy' to ensure a clear and shared understanding across the whole school. - To provide materials to support differentiation at Peel, sharing Professional learning opportunities and best practice through CIS and CAT sessions. - To ensure a consistent and shared approach across the school and our cluster to moderation, SLT will attend cluster events and staff engaged in whole school cluster. 		<p>All staff will have a deeper understanding, building upon work last session, to ensure a deeper understanding of what differentiation is, what it looks like in practice and how we can challenge our most able learners, with specific reference to our unique school context.</p> <p>Source of evidence: pre/post staff q'aire, professional dialogue at excellence & equity meetings, attainment data, PEF interventions, Practitioner Enquiry, Cluster moderation events, triangulation of evidence to ensure a robust process for monitoring and tracking data, attainment data will reflect an increase in stars in on the tracker.</p>



Courage

Relationships

Relevance

Values

<p>Whole school to embed the use of CPA 'The Concrete Pictorial Abstract', (double sided counters, algebra tiles) (CPA) approach across the school to support numeracy learning, using physical and visual aids to build a child's understanding of abstract topics across the school.</p> <p>Whole school to embed a focus on reading for enjoyment in 2024/5 utilising fully the breakout reading spaces Implement reading initiatives from our pupil leadership Reading ambassadors</p>		<p>Targeted interventions:</p> <ul style="list-style-type: none"> - use of PEF plan to ensure clear, targeted interventions that are tracked and monitored regularly with clear next steps for specific/groups of children -Challenge – whole school CLPL to ensure clear differentiation that challenges learners, providing rich tasks that can meet the needs of our children, challenging the most able. -Staff will tailor instruction to meet individual needs. <p>Universal interventions:</p> <ul style="list-style-type: none"> -Whole school CPA approach to ensure consistency and a shared understanding of how to meet the needs of all learners in numeracy through the use of CPA, building on last session. -CLPL staff sessions, including new staff, run by Numeracy Champion to ensure a consistent and clear understanding of CPA, building upon the work last session, building on staff capacity in the use of CPA resources in the classroom to support the needs of all learners. -Allocated resources in each class to aid mathematical concepts through the use of concrete resources. -Pupil Numeracy Champ group to promote the use of CPA in all classes through 'Maths Mastery' sessions P1-7. <p>Ensure reading lessons subscribe to the agreed reading planning formats Ensure that the additional books purchased on Inclusion:- neurodiversity, and gender are fully accessible to all our learners including our ELC</p> <p>Targeted interventions:</p> <ul style="list-style-type: none"> - Use of CPA resources in the classroom to support the needs of all learners, consistently across the school, and how we can best support our less able and ASN children. 		<p>Almost all children will demonstrate increased levels of CPA resources across the whole school.</p> <ul style="list-style-type: none"> -Pupils will be able to discuss their numeracy learning and will be able to identify ways in which they can use aids to support them in the classroom setting and Learning Conversations'. -Increase 3 % in numeracy and maths attainment of identified learners supported and challenged in the small group intervention by Numeracy Champion. <p><i>Source of evidence: observational data, attainment data, children focus groups, Numeracy Champion Reading Ambassadors feedback,, Master stories (one a month).</i></p>
--	--	--	--	--



Courage

Relationships

Relevance

Values

		<p>- Numeracy Champion to support identified learners and ensure challenge in small group settings to raise attainment in numeracy and maths.</p> <p>Target P1 to P7 identified pupils who are not on track for Reading with additional support through SFL, PSW and volunteer sessions to enhance reading skills and fluency.</p>		
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Pupils in the targeted group will have increased their overall attendance at school, including targeted Fridays by at least 3%.</p> <p>The Pupil Equity Funding Plan will be used to subsidise targeted pupils to ensure equity for access to healthy snacks, extra- curricular activities, school trips and school residential.</p> <p>Improve progress and achievement across literacy and numeracy for individual and target groups of learners.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</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>All schools have a separate Pupil Equity Funding Plan to ensure that children and young people affected by poverty achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing.</p> <p>See PEF plan for the SMART targets and interventions to meet this priority.</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>	<p>August 2024- June 2025</p>	<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Learners are more involved in dialogue about the learning process, are able to talk confidently about their learning and skills and can assess their own progress and can identify next steps. Improved pedagogy consistently across the school.</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>- Clear focus on meta skills for learning built into classroom life with the use of meta skills cards and embedding meta skills in practice.</p> <p>-Parent meta skills session – promote meta skills and ensure that our Peel community have a clear understanding of what meta skills are and how to support their children at home, followed by a ‘Meta Skills Sharing the Learning’ in the classroom.</p> <p>-Encourage children to reflect on the use of the meta skills and evaluate their progress with next steps.</p> <p>- Individual PRD targets are focussed on pedagogical practice.</p> <p>-Celebrating wider achievement through the use of explicit meta skills for skills for learning life and work.</p>	<p>August 2024- June 2025</p>	<p>-Clear measures and outcomes reviewed regularly throughout the session with all staff with a focus on meta skills.</p> <p>-All staff report positively on their classroom practice through professional dialogue meetings about the impact of the learning process with a focus on meta kills and are able to talk confidently about pupil learning assess pupil progress, identifying next steps.</p> <p>-All staff participate in peer observations and can discuss through professional dialogue the impact of this process.</p> <p>🗨️Through learning conversations and pupil questionnaires 90% of learners can engage in dialogue about the learning</p>



Courage

Relationships

Relevance

Values

<p>(Placing the human rights and needs of every child and young person at the centre of education)</p>		<ul style="list-style-type: none"> - Teacher / Curriculum Parties established as an effective professional learning model for improvement in pedagogy based on research in pedagogy and equity, building upon Practitioner Enquiry journey last session. - Encourage children to reflect on the use of the meta skills and evaluate their progress with next steps. - Individual PRD targets are focussed on pedagogical practice. 	<p>process with a focus on meta skills and can talk about their learning, progress, meta skills and next steps.</p> <ul style="list-style-type: none"> ☑ At least 90% of observed lessons are good or above across all subject areas. ☑ At least 80% of stakeholders reporting agree or above in stakeholder survey (L&T meta skills questions)
--	--	---	---



Courage

Relationships

Relevance

Values