

LETHAM PRIMARY SCHOOL AND NURSERY CLASS IMPROVEMENT PLAN



2017 / 2018

Factors Influencing the Improvement Plan

School factors

Pupil Equity Fund / Closing the gap
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation
Changes in staffing (remits)
Nurture
New management Structure (remits)
VSE / imminent HMIe

Local authority factors

Pupils Equity Fund / Closing the gap Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap
Delivering Better Outcomes
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian's Early Years' Framework
West Lothian Parental Engagement Framework
Increased entitlement to early years' provision

National factors

Pupil Equity Funding
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
How good is Our School? 4th 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
Building the Ambition

Standardised Assessments
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update
Agreed benchmarks

Letham Primary School Vision 2017

Within the Letham family we value our talents, celebrate our successes and learn the skills and knowledge that we need to succeed tomorrow.

Motto

Children at the heart of what we do.

School Aims- (To be revised and updated October 2017)

1. Learning and Teaching

To ensure a broad and balanced curriculum that provides all pupils with high quality learning opportunities and experiences which are appropriate to their needs.

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

To provide the highest quality of learning and teaching experiences that enable young people to enjoy their education and develop positive attitudes towards learning.

To improve the quality of learning and teaching through effective organisation and management of schools resources.

To foster in young people a desire for knowledge and understanding whilst equipping them with skills and attitudes which provide a foundation for lifelong learning?

2. Vision and Leadership

To ensure that the schools promoted staff provide high quality leadership, management and support to pupil's parents and staff.

To improve the quality of educational experiences for learners through a programme of continuing professional development for all staff building on the strengths we possess as a team.

3. Partnership

To build and maintain effective partnerships between the school and its parental body by keeping parents and carers well informed in all aspects of nursery and school life.

To continue to involve the community in the life of the school.

To develop mutual professional respect through the maintenance of strong links with all agencies.

4. People

To provide effective support systems for the whole school community which promote personal achievement and personal and social development.

In co-operation with home and community to educate and prepare young people for responsible citizenship by developing values, beliefs and attitudes compatible with living in a modern democratic and multicultural society.

To develop in our pupils' creativity and ambition through the curricular and extra-curricular experiences offered by the school.

5. Culture and Ethos

To provide a welcoming, respectful, safe and caring environment in which everyone is valued.

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

Letham Primary			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 HGIOELC QIs	Proposed Actions	By Whom	By When	Evidence <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all: All pupils experience high quality learning and teaching in all classrooms</p> <p>*</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	1.1 1.2 1.3 1.4 1.5 2.3	<p>Establishing teaching and learning communities throughout the cluster with a focus on effective use of assessment is for learning strategies.</p> <p>Deliver a programme of CLPL through Tapestry training sessions.</p> <p>Engaging staff in professional enquiry.</p> <p>Developing teacher leadership to improve pedagogy.</p> <p>Develop leadership of TLC leaders.</p>	Tapestry and Cluster HT's	Sept 2017 Stage 1 June 2018 Stage 2 Dec 2018	<p>What impact has training made on teacher practice through classroom observations and learning rounds in QUIPS (LI SC learner knowledge of progress and quality questions?)</p> <p>Staff evaluations</p> <p>Are staff more confident in using the above AFL strategies? Learning rounds.</p> <p>Are pupils more able to talk about and evaluate their learning?</p>
<p>Improvement in Literacy for all: Increased practitioner confidence in assessing where a child is within a level and when they have achieved a level.</p> <p>*</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	2.3 3.2	<p>Teachers continue working in Cluster moderation groups to further develop holistic assessments and discuss. S6/P4 P6/N Reading buddies programme.</p>	DHT SW	TBC	<p><i>Has Cluster moderation increased staff confidence in assessing within a level and achievement of a level in literacy?</i></p> <p><i>Staff Questionnaire</i></p> <p><i>Does the buddy reading programme increase learner enjoyment in text.</i></p> <p><i>Pupil focus groups.</i></p>
<p>To ensure a consistent approach to the teaching of literacy across the school</p>			<p>Reading</p> <p>To provide an overview of the thinking reader approach to teaching higher order reading skills</p>	DHT	Aug 2017	<p><i>Staff evaluation from In- Service day</i></p>

			<p>To implement a six week modelling block of teaching high order reading skills across the school. To provide support including peer delivery, observations, team teaching and moderation Self-evaluation - next steps / support required to embed</p> <p>Writing (incorporating spelling and grammar) To provide an overview of the teaching of writing and spelling using North Lanarkshire materials. Providing an overview of a progressive approach to teaching spelling and Genre Writing</p> <p>To review handwriting and presentation policy</p>	<p><i>All staff</i></p> <p><i>All staff</i></p>	<p><i>Oct 2017</i></p> <p><i>June 2018</i></p> <p><i>Aug 2017</i></p> <p><i>Sept 19 pm</i></p> <p><i>Nov 5 pm</i></p>	<p><i>Teacher feedback</i> <i>Professional dialogue</i> <i>Departmental meeting PMI.</i> <i>Quality Assurance</i> <i>Tracking meetings</i> <i>Classroom observations</i> <i>moderation opportunities at departmental meetings</i></p>
<p>Improvement in Numeracy for all: Increased practitioner confidence in assessing where a child is within a level and when they have achieved a level.</p>	<p><input checked="" type="checkbox"/>School Improvement <input type="checkbox"/>School Leadership <input checked="" type="checkbox"/>Teacher Professionalism <input type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Assess. of Children's Progress <input checked="" type="checkbox"/>Performance Information</p>	<p>2.3 3.2</p>	<p>Teachers continue working in Cluster moderation groups to further develop holistic assessments and discuss.</p>	<p>DHT</p>	<p>TBC</p>	<p><i>Has Cluster moderation increased staff confidence in assessing within a level and achievement of a level in literacy?</i></p>
<p>Improvement in all children and young people's wellbeing:</p> <p>*</p>	<p><input checked="" type="checkbox"/>School Improvement <input type="checkbox"/>School Leadership <input checked="" type="checkbox"/>Teacher Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Assess. of Children's Progress <input checked="" type="checkbox"/>Performance Information</p>	<p>3.1</p>	<p>Cluster transition project using the Glasgow motivation and wellbeing profile at beginning and end of P7. Summary statement to be included in Did book P7 profile. Cluster Health and Wellbeing Fayre</p>	<p>P7 Staff</p>	<p>May 2018</p>	<p>Has the Cluster transition project Increased Children and young people's assessment of their well-being using SHANNARI indicators?</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>*</p>	<p><input checked="" type="checkbox"/>School Improvement <input type="checkbox"/>School Leadership <input type="checkbox"/>Teacher Professionalism <input checked="" type="checkbox"/>Parental Engagement <input type="checkbox"/>Assess. of Children's Progress <input type="checkbox"/>Performance Information</p>	<p>3.3</p>	<p>Cluster Careers Fayre. To increase opportunities for career choices and increase awareness of positive destinations for all learners.</p>	<p>ICHS staff and partners</p>	<p>TBC</p>	<p>How well are we working with all stakeholders to develop an effective event to support to careers education which supports going on to positive destinations</p>

Additionality: Pupil Equity Funding Plan:

Closing the attainment gap between the most and least advantaged children

PART 1: Contextual Data Analysis & Rationale

a) Background

Letham Primary School and Nursery class is a non-denominational school catering for Nursery to P7, situated in the Craigshill area of Livingston and is part of the Inveralmond Learning Community. The school works hard to provide an inclusive and nurturing environment for children and their families. Letham Primary school is currently staffed by a Head teacher, seconded Depute Head Teacher, Principal Teacher and eight full time teachers, a part time nurture teacher support for learning teacher and RCCT teacher and a specialist brass teacher. The school roll is currently 216. The Nursery class is currently staffed with a full time Nursery teacher, one full time and two part time Nursery Nurses. Our provision this year is for 30 am and 30 pm places. The majority of our nursery pupils transition to our school. The school and nursery are supported by a team of eleven pupil support workers and two members of clerical and admin staff. A pupil support base staffed by pupil support workers helps to cater for the emotional and educational needs of some of our learners.

Our parents are very supportive of the school and although we don't have a Parent Council, we have a strong group of parents who have engaged in the wider life of the school and have provided valuable support in evaluating the work of the school. They have engaged very positively in family learning programmes e.g. Fast and Families Connect. Our free breakfast club is well attended with around 150 children attending regularly. There is a good uptake of Early Learning and Childcare in the nursery.

SIMD ranking January 2017

Quintile	Ranking	Number of pupils	Percentage
1	Lowest 20%	115	43.4%
2	Lower middle 20%	132	49.9%
3	Middle 20%	17	6.4%
4	Upper middle 20%	1	0.4%
5	Top 20%	0	0%

b) Data – Standardised Assessments

PIPs – P1 Analysis

Maths		Reading		Total		VA Maths	VA Reading
<50	>50	<50	>50	<50	>50		
						++4 +9 Av 17 -2 --6 *1	++9 +5 Av 12 -6 --6 *1
26 (66.67%)	13 (33.33%)	26 (66.67%)	13 (33.33%)	26 (66.67%)	13 (33.33%)		

CEM Analysis 2016 – 2017 – INCAS

	Strongest area reading	Weakest area reading	Strongest area Number/ MSS/ data	Weakest area Number/ MSS/ data	Strongest area + - X ÷	Weakest area + - X ÷
P1/2	Word decoding (2/7) Spelling (2/7)	Word recognition (1/7) Spelling (1/7)	Data (3/7)	Number 1 and 2 (1/7)	Addition (1/6) Subtraction (1/6)	Multiplication (0/6) Division (0/6)
P2	Word decoding (17/28)	Word comprehension (10/28)	MSS/ Data (15/28)	Number 2 (12/28)	Addition (12/28)	Division (1/28)
P3	Word decoding (14/28)	Comprehension (8/28)	MSS (12/28)	Number 1 (6/28)	Subtraction (9/28)	Division (5/28)
P4	Word decoding (15/26)	All other areas (11/26)	Number 2 (14/26)	MSS (10/26)	Division (17/26)	Subtraction (13/26)
P5	Word recognition and comprehension (13/25)	Spelling and decoding (12/25)	Number 2 (11/25)	Number 1 and data (8/25)	Addition (13/25)	Subtraction (9/25)
P6	Word decoding (13/25)	Spelling (6/26)	Data (5/26)	All others (4/26)	Addition (15/25)	Subtraction (5/25) Division and multiplication (6/25)
P7	Word decoding (11/26)	Comprehension (5/26)	Number 1 and data (4/27)	Number 1 (1/27)	Addition (8/26)	Multiplication (1/27)

c) What is our ‘gap’ and who are our target groups and their barriers to learning?

On entry to Nursery our children have significant gaps in vocabulary. A significant number of children have very limited social language and vocabulary and require speech and language intervention. This continues to hinder progress in language development on entry to school. Across the school comprehension and spelling are weak in language. In number, multiplication and division are weakest from our CEM analysis. Our Curriculum for Excellence levels shows a decline in achievement of a level in almost all areas:

Predicted to have achieved expected level in 2016/17:

Stage	Roll	Reading	Writing	Talk & List	Numeracy
P1	41	63.41%	63.41%	73.17%	60.98%
P4	26	73.08%	88.46%	84.62%	92.31%
P7	26	69.23%	69.23%	88.46%	76.92%

Achieved level in 2015/16

Stage	Roll	Reading	Writing	Talk & List	Numeracy
P1	37	86.49%	94.59%	97.30%	78.38%
P4	27	66.67%	55.56%	62.96%	66.67%
P7	28	67.86%	71.43%	78.57%	67.86%

Target groups also include:

Target Group	Barriers to Learning
Nursery children	Vocabulary, conversation, confidence and experience of books Social, emotional and behavioural difficulties / vulnerable children
Vulnerable children	Friendships, confidence, self -esteem, attachment issues, social skills, aggression, lack of resilience and conflict resolution
Bilingual learners	Language, integration and parents' lack of English.
Attendance and lateness	Access to BGE

d) Summary/overview of proposal & non-negotiable outcomes

In line with the National Improvement Framework, develop and implement a strategic plan to address identified areas as above in order to improve attainment and close the poverty and attainment related gap, ensuring we are getting it right for every child (GIRFEC). In line with the NIF key principles, we will be ambitious for our pupils where we will endeavour to:

- Have the highest aspirations for our children and young people;
- Ensure that every child is ready for learning and able to succeed;
- Have the right structures in place to deliver the improvements we need;
- Help parents and communities to understand and to support children's education;
- Take a broad and flexible approach to the curriculum;
- Continue to refine and adjust our curriculum to ensure that it remains relevant and prepares our children for a rapidly changing world;
- Continue to set the highest expectations for our teachers and education leaders throughout their career;
- Identify and address barriers to parental engagement to ensure that all parents can be involved in their child's education.

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)</i>	What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> • <i>new and existing performance data and other quantitative and qualitative information that will be required</i> • <i>plans for how data will be collected and reported)</i>
Literacy	<p>Learning and teaching Enhanced speech and language input. Vocabulary development interventions. Develop a literacy rich environment across the school. Develop a consistent approach to pedagogy in language Moderation Embedding film into literacy sessions</p> <p>Leadership Tapestry teaching and learning communities Learning rounds in Quips Distributed leadership Building the ambition in literacy conference (Sept 2017) Waterstone's bookshop visits Pupil leadership – P7 team shelf in library Nursery / P6 reading</p> <p>Families and communities Fast Connect Curriculum workshops (FLP) Big Bedtime read S6 Reading Buddies for P4 Elderberries Craigshill and Letham Library CLD book bug Snack and read First Ministers Reading Challenge P1-P7</p>	<p>By June 2018 we will have used the BVPS and Renfrew word finding vocabulary test to identify pupils who need enrichment interventions to develop vocabulary and provided appropriate support programmes with speech and language and trained support staff to secure improvement in ongoing and end of year assessments.</p> <p>We will have introduced PM benchmarking in reading in P1-P3 Improved pedagogy and a consistent approach across the school will have impacted positively on our standardised test results and our Curriculum for Excellence levels. Clear alignment between the goals from the proposed actions with classroom practice Increased capacity within the staff to deliver effective literacy rich experiences for pupils. Increased participation and enjoyment of pupils in reading for pleasure. Increased confidence of reluctant readers leading to better behaviour, better learning Increased knowledge and understanding of literacy through the use of film.</p>	<p>Performance data Baseline information on children's vocabulary using BVPS. Renfrew word finding vocabulary test. POLAAR Standardised tests e.g. CEM, New National Standardised Assessments, Big Writing North Lanarkshire assessments Quality Assurance PM benchmarking in P1-P3</p> <p>Collection and reporting Class teacher, SFL, Nurture, SMT Child Planning Meetings, Parent consultations, formal written reports, S&Q for parents, PEF report</p>

<p>Numeracy</p>	<p>Learning and teaching Develop a consistent approach to pedagogy in Numeracy Number talks Moderation SEAL Leadership West Lothian Council Training for teachers and support staff (September INSET) Maths Recovery Training (2 Staff) Families and communities Families connect Curriculum workshops(FLP) Read Write Count</p>	<p>By June 2018 we will have used the information from Hinge assessments and CEM assessments to inform gaps in pupils' knowledge and provided appropriate support programmes from Maths Recovery pedagogy and trained support staff to secure improvement in ongoing and end of year assessments. Improved pedagogy and a consistent approach throughout the school will have impacted positively on our standardised test results and our Curriculum for Excellence levels.</p>	<p>Performance data SEAL hinge assessments Standardised tests e.g. CEM / New National Standardised Assessments Quality Assurance Collection and reporting Class teacher, SFL, Nurture, SMT. Child Planning Meetings, Parent consultations, formal written reports S&Q for parents, PEF report</p>
<p>Health and Wellbeing</p>	<p>Learning and teaching Nurture in Nursery to enhance social skills, to develop confidence, turn taking, sharing with others and apply these in a wider context. Nurture in school to address issues identified in the initial questionnaires and teacher observations regarding health and well-being. Focus on fitness at breakfast club Leadership Nurture / Raising attainment post holder Staff training and analysis of GMWF information Families and communities Creating confident children FLP Cook together family cooking session in school.</p>	<p>By June 2018 we will have identified and built upon the positive health and wellbeing features of our school and supported areas of difficulty through nurture, targeted interventions and peer support initiatives. Increased family engagement and knowledge about parenting confident children. Uptake of parents attending cooking on a budget sessions with their children. Data from a range of surveys on health and wellbeing showing changes over time.</p>	<p>Performance data The Glasgow motivation and wellbeing profiles for P4 -P7 BLEEP test and equivalent assessment Wider achievement certificates Feedback from parents and attendance Collection and reporting Class teacher, SFL, Nurture, SMT, Child Planning Meetings, Parent consultations, formal written reports, S&Q for parents, PEF report</p>
<p>Across Learning</p>	<p>Learning and teaching TLC Tapestry Use of AFL Moderation Curriculum Rationale 7 principles of curriculum design</p>	<p>By June 2018 we would begin to see impact from the Tapestry TLC tasks across the school. Vision and values embedded in all aspects of our curriculum rationale and learning environment and pupil's experiences.</p>	<p>Performance data Quality Assurance Floor books Pupil PRD Pupil and staff evaluation of leadership groups. Parental evaluations and feedback.</p>

	<p>Leadership Review post holders for curriculum responsibilities Realigning curriculum pathways in light of new benchmarks Pupil leadership groups including:</p> <ul style="list-style-type: none"> • Reading • Outdoor learning • Fairtrade • World of Work • Sports • JRSO • House Captains • Digital leaders • Pupil Council • Healthy Eating • Enterprise • Eco • BLOG / International group <p>Introduction of an accredited leadership programme for children. Leadership roles for all P7 pupils for inclusion in personal profile.</p> <p>Families and communities Involvement of parents in contributing to leadership groups Parental focus groups Celebration of leadership groups Involvement in assemblies and school events throughout the year to enrich curriculum experiences.</p> <p>Central PEF Posts:</p> <p>Numeracy, Literacy and Health & Wellbeing PEF Leads have been established to provide strategic advice,</p>	<p>Increased ownership and outcomes from the leadership groups. Professional recognition of individuals and groups. Increased parental engagement and involvement in all aspects of school life.</p> <p>This team will support schools as follows:</p> <ul style="list-style-type: none"> • Identifying the gap and providing a baseline • Assist with sourcing appropriate staff and resources to fulfil the intervention strategies • Assist with measuring the impact of the strategies • Sharing good practice across the schools to assist with 2018 planning <p>Provide Professional Learning Opportunities for Literacy, Numeracy and H&WB in order to upskill staff</p>	<p>Collection and reporting Class teacher, SFL, Nurture, SMT Child Planning Meetings, Parent consultations, formal written reports, S&Q for parents PEF report</p> <p>HTs will be asked at the end of the financial year to provide feedback in relation to these central posts. This information will be used to determine if these positions have been effective in assisting schools to fulfil their strategies aimed as closing the gap.</p> <p>A decision will be made in March 2017 if these posts should be extended beyond this date.</p> <p>Professional Learning Opportunities will be evaluated and their impact will be measured in schools by staff undertaking the training</p>
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	support and CLPL to schools. PEF Manager post has been provided to assist schools in relation to Finance, HR and Procurement.		
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PART 3: Planned Expenditure

Type of Expenditure April 2017 – June 2018	Notes <i>(e.g. FTE, no of hrs)</i>	Cost
Staffing: Raising attainment teacher Development Post holders Pupil Support Workers Connolly House Cont Speech and language therapist	1fte Tbc 3FTE 0.2	£30,949 £13,100 £29,690 £1,2000 £8,000
Professional Learning: Maths Recovery Training		£2000
Programmes & Interventions: Family Learning resources Library resources and Big Bedtime read resources		£1000 £5000
Total:		£90,939

Additional Tasks

Cluster collaboration to continue to deliver progression through discrete curricular areas	Modern Languages PE Science Early Years Filmmaking to support Literacy

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