Mid Calder 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

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

Mid Calder Primary School

Our school badge with the Latin 'Spero Meliora'… to hope for better things creates a very positive vison within our school; all members of our learning community support and lead each other and themselves to be successful, optimistic and adventurous with their learning while being respectful to themselves, their environment and their Community.
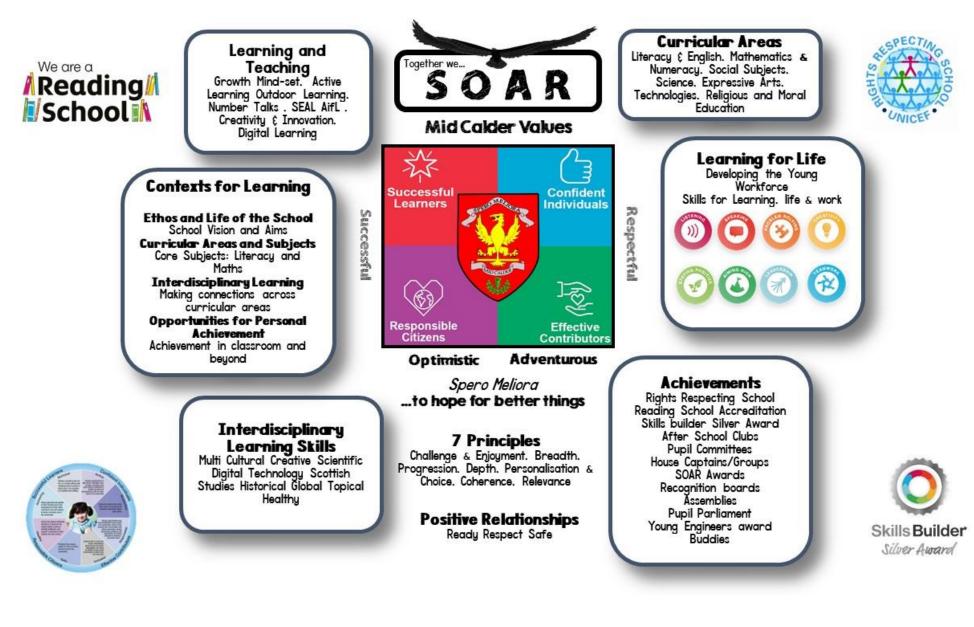
Working with parents and others in our community we aim to prepare all our young people for their future. Our learning environment aims to stimulate, challenge, support and provide opportunities to develop life skills. We celebrate attainment and achievement gained not only in school but within the children's personal lives during a variety of school wide celebrations. We aim to continually improve standards in the school and strive for excellence in the quality of learning and teaching, providing opportunities for pupils and staff to develop to their full potential.

'Together we SOAR'
Successful – **O**ptimistic – **A**dventurous – **R**espectful
(Revised Oct 2022 -Jan 2023 with all stakeholders)

Courage   Relationships   Relevance   Values

Curriculum Rationale:

We are a **Reading School**

Learning and Teaching
Growth Mind-set. Active Learning Outdoor Learning. Number Talks . SEAL AifL . Creativity & Innovation. Digital Learning

Together we...
S O A R
Mid Calder Values

Curricular Areas
Literacy & English. Mathematics & Numeracy. Social Subjects. Science. Expressive Arts. Technologies. Religious and Moral Education

RIGHTS RESPECTING SCHOOL · UNICEF

Contexts for Learning

Ethos and Life of the School
School Vision and Aims
Curricular Areas and Subjects
Core Subjects: Literacy and Maths
Interdisciplinary Learning
Making connections across curricular areas
Opportunities for Personal Achievement
Achievement in classroom and beyond

Successful

Successful Learners

SPERO MELIORA
MID CALDER

Confident Individuals

Responsible Citizens

Effective Contributors

Respectful

Learning for Life
Developing the Young Workforce
Skills for Learning. life & work

LISTENING SPEAKING PROBLEM SOLVING CREATIVITY
STAYING POSITIVE AIMING HIGH LEADERSHIP TEAMWORK

Optimistic   Adventurous

Spero Meliora
...to hope for better things

Interdisciplinary Learning Skills
Multi Cultural Creative Scientific Digital Technology Scottish Studies Historical Global Topical Healthy

7 Principles
Challenge & Enjoyment. Breadth. Progression. Depth. Personalisation & Choice. Coherence. Relevance

Positive Relationships
Ready Respect Safe

Achievements
Rights Respecting School
Reading School Accreditation
Skills builder Silver Award
After School Clubs
Pupil Committees
House Captains/Groups
SOAR Awards
Recognition boards
Assemblies
Pupil Parliament
Young Engineers award
Buddies

Skills Builder *Silver Award*

Courage   **Relationships**   **Relevance**   **Values**

Contextual Data Analysis and Rationale for 2023/2024 SIP

Background - The context for the learners in your school

Mid Calder Primary School is a non-denominational primary school and early learning class (ELC) situated centrally in the village of Mid Calder. The school benefits from a catchment with the majority of learners SMID Quintile 4 and 5. Currently our Free School Meal entitlement is less than 7%. Our school values with the acronym SOAR: Successful, Optimistic, Adventurous and Respectful, underpin everything we do. Our children are confident, respectful and caring young people and are a credit to our school community. We value strong partnership working with our cluster schools within the West Calder High School cluster, our community and external agencies to ensure we fully meet the needs of all our learners. In session 2022-2023, the school has a role of 178 pupils with 8 classes consisting of 2 composite classes, 1 Principal Teacher, and an acting Head Teacher. This year the school will benefit from a learning support specialist as well as Expressive Arts and HWB/Digital Learning teacher. Tuition in Brass will be provided for children from P5 to P7. We have a fully supportive Parent Council and Fundraising Group, who are very active in school, especially in the areas of fundraising, communication and liaison. The school has an excellent relationship with the Cluster Schools and the local Kirk of Calder.

Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

2022-23 data

Across the school all data is above that of West Lothian averages.
• In P1 most of our children have achieved expected levels in literacy (88.46%) and almost all have achieved numeracy at early level (92.31%).
• In P2 most of our children are on track in their learning in literacy (85.19%) and numeracy (88.89%)
• In P3 almost all of our children are on track in their learning in literacy (92.86%) and numeracy (92.86%).
• In P4 most of our children have achieved the expected levels in literacy (87.50%) with almost all achieving expected levels in numeracy (96.88%).
• In P5 almost all of our children are on track in their learning in literacy (90.91%) and numeracy (95.45%).
• In P6 most of our children are on track in their learning in literacy (84.38%) and almost all are on track in their numeracy (90.63%).
• In P7 almost all of our learners have achieved expected levels in literacy (95.83%) and all children achieved expected levels in numeracy (100%) at second level.

Our data shows that last session, overall most Children gained appropriate levels in Reading, Writing, Talking and Listening as well as most children gaining expected achievements in Maths and Numeracy. Pupils at Mid Calder also did better than the average across all West Lothian schools. Almost all pupils from P1-P7 combined data were on track or better in Reading, Talking and Listening, Numeracy and Mathematics. Pupil attendance levels are high. We have had no school exclusions. The majority of our children are from SIMD Quintile 4 and 5 and the percentage of those up taking free school meals is less than 7% as well as those who are eligible for a clothing grant. We are aware of the potential 'hidden poverty' within our Community and are very conscious of the Cost of the School day to families. We will endeavour to reduce this and maintain a focus throughout the year. The barriers to learning here are varied with no single causes however speech and language difficulties, ASD diagnoses, mental health, concentration and very specific literacy and numeracy learning needs are all contributing factors. Along with our partner agencies and partner educational supports we work to identify the best interventions and strategies we are able to offer. Our target groups will be for identified children who experience barriers in literacy and numeracy, as well as all identified children requiring support with Health and Wellbeing.
In June our data from all stages showed 9% of pupils were off track for reading, 10% for writing, 6% for Listening and Talking and 6 % for Numeracy.

Courage   **Relationships**   **Relevance**   **Values**

Early Years Trackers

- Our Early Years Trackers have identified a need for improvement with sharing and cooperating with others and development of fine motor skills in H&W; listening and turn taking, in literacy; 2D and 3D shapes in numeracy. As a result, we plan to develop learners experience of rich learning tasks in Literacy and Numeracy, informed by Early Level Es and Os, supporting cooperative play and fine motor control opportunities.

Wellbeing

- Self- reporting analysis indicates almost all pupils are able to self-report accurately on the HWB indicators. Children who self-assess as "amber" or "red" are targeted and supported within classes, trusted adults and/or supplementary HWB sessions. From the recent pupil Ethos questionnaires, almost all of our pupils (94.52%) rated that they feel safe at school and almost all felt that they could speak to a trusted adult if they were worried or upset about something (97.26%). Almost all pupils reported too that they felt they were treated fairly and respectfully (95.89%). However both the pupil and parental surveys highlighted a need for the school to have look at how the school deals with bullying.

Participation and Engagement

- Participation and engagement is very good within school with almost all children engaging well within lessons. Pupils report that they would like their classrooms and learning spaces to be more engaging.

School Improvement Priorities 2023/2024:

- **Learners and School community understand the UNCRC and can describe how it impacts on their lives and the lives of children across the world.**
- **All Learners feel safe and protected and know what to do if they need wellbeing support.**
- **Develop IDL planning across stages taking the Mid Calder context/Community and pupil voice into consideration**
- **Explore approaches to pupil profiling to share attainment, achievement and skills within 4 contexts for learning (P4-P7) for parents and carers.**
- **Development of Numeracy framework for Mid Calder.**
- **Numeracy working walls embedded across all classes.**
- **P1 and P2 pupils to experience a skills and play based Numeracy pedagogy across indoor and outdoor environments.**
- **All staff to develop an understanding of the teaching of reading through a systematic synthetic phonics approach.**
- **Increased Parental, Staff and pupil engagement with Cost of the school day reductions and strategies to support families.**

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Mid Calder PS - 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
Improvement in all children and young people's wellbeing: • All Learners and School community understand the UNCRC and can describe how it impacts on their lives and the lives of children across the world. • All Learners feel safe and protected and know what to do if they need support. • Develop IDL planning across stages taking the Mid Calder context/Community and pupil voice into consideration.	☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	Continued focus on the nurture principles across the school to meet the children's emotional and developmental needs Development of UNCRC priorities supported by the Self Evaluation toolkit to review curriculum practice and application of the 5 key areas within the UNCRC framework and the Accreditation programme- development of individual action plan Silver RRS award Revisit Emotion Works Resources with staff and train newly appointed staff. Employ Emotion works cogs to increase dialogue with staff & peers. Staff training on Emotion Works. Assemblies celebrating SOAR values awards and Mid Calder Magic Moments. (Review in light of new Values) House gatherings to focus on RRS. Pupil led collaborative to discuss how their work links in to UNCRC RRS supported by Digital formats to collate information over TEAMS Staff consolidation of CLPL supported by professional reading Setup, train and use P7 mediators in playground to help with conflict Children taught how to deal with challenging behaviour/friendships and relationships with a focus on Positive Relationships – P1-P7 Staff working groups: - RRS/HWB and Curriculum Pupil Committee groups – RRS/HWB and Pupil Parliament Assemblies linked to rights Mid Calder context Curriculum engagement with Parents and Community	Dec 23 Ongoing Oct 23 June 24 Jan 24 Jan 24 Ongoing Ongoing Sept 23	HWB Check-ins/Trusted Adult conversations used to gain feedback. All learners Wellbeing trackers to show improvement in reporting green. Evidence gathered with regard to RRS work within school gains Silver recognition award. All Learners report they are aware of and can talk confidently about their rights and what it means to them and others. Pupil/Staff Surveys at beginning and end of year – aiming for almost all children aware of cogs and use to regulate emotions. Use HGIOURS as evaluation tool to gain feedback from learners about wellbeing – Theme 4 All Staff and almost all pupils can talk about school Values and Successes inside and outside of school All Termly Learning letters to Parents are linked to rights. Almost all Staff report of deeper understanding of, and confidence incorporating Children's Rights within their planning. Ethos survey – 10% increase in positive responses in relation to bullying. (Pupil and Parent) Working group data – data gathered by working groups show positive impact of interventions (staff, learners, parents)

Courage   **Relationships**   **Relevance**   **Values**

(Placing the human rights and needs of every child and young person at the centre of education)		Staff Curriculum working group to collaborate to devise refreshed curriculum themes encompassing RRS agenda so children`s rights interwoven into their learning		Committee group pupil voice gathered across sessions to evidence development.
Raising attainment for all, particularly in literacy and numeracy(universal): • Development of Numeracy framework for Mid Calder. • Numeracy working walls embedded across all classes. • P1 and P2 pupils to experience a skills and play based Numeracy pedagogy across indoor and outdoor environments. • All staff to develop an understanding of the teaching of reading through a systematic synthetic phonics approach. **(Placing the human rights and needs of every child and young person at the centre of education)**	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	Implement creative look and review of learning environments and pedagogical approaches to allow for a more dynamic approach to learner engagement, mixed groupings and creative learning and teaching, where pupils maximise working walls as a toolkit for learning, using resources creatively. Focussed QA visits. Ensure learning and teaching is relevant and purposeful for the learners with regular opportunity for learners to lead their own learning. Principles of systematic synthetic phonics training for all staff International Phonics Course available to all staff Targeted CAT session on teaching of systematic Synthetic Phonics Writing moderation development spread across session focussing on different writing genres. Ensure staff engage in appropriate CLPL in relation to effective teaching and assessment strategies in Numeracy. Explore a wide range of Numeracy assessment procedures, with a focus on high quality feedback, to identify strengths and development needs and ensure positive outcomes for all learners. Collaborative cluster training will further develop our understanding of the process of assessment as generating a range of data, interpreting this and taking action in terms of future teaching episodes and to learners in how does this inform their learning. We will explore ideas for assessing mathematical knowledge (conceptual, procedural, and factual/notational) and mathematical practices (e.g., reasoning, justification, and problem-solving) Explore the Teach Data Literacy guide resources to support engagement in Numeracy. Numeracy Training for staff from Edinburgh University partners. Develop clear progression through the school for numeracy and maths	Sept – baseline Jan 24 review June 24 evaluation Ongoing CAT1/CAT2 Staff can do anytime as part of own CLPL Ongoing Cluster CAT Sept23-Jan24 Feb 24	From direct observations all classes have Numeracy working walls. Almost all learners report positively to the benefits of these to their Numeracy learning. Excellence in Equity meetings evidence continued focus for improvement (Quality Improvement cycle model) – with short effective focused interventions for targeted learners having positive impact. Peer Observation feedback helps staff reflect on own teaching and make improvements. Learning observations Most P4-P7 learners can talk confidently about Numeracy Working walls. Staff and pupils report on increased engagement Pupil voice focus groups Staff Working group – Numeracy to gather evidence of impact Staff confidence increase in teaching reading 1% increase in Numeracy (P1-P7) 1% increase in early level reading and writing data.

Courage   **Relationships**   **Relevance**   **Values**

		School Numeracy working group to develop a clear Numeracy and Maths Overview How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect learners at the centre?		Staff Increase in understanding and confidence in moderation processes from surveys.
Tackling the attainment gap between the most and least advantaged children (targeted): Ensuring Equity for all • All Learners and School community understand the UNCRC and can describe how it impacts on their lives and the lives of children across the world. • All Learners feel safe and protected and know what to do if they need support. • Increased parental, staff and pupil engagement with Cost of the school day reductions, and strategies to support families. (**Placing the human rights and needs of every child and young person at the centre of education**)	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	'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. Please follow this link https://midcalderprimary.westlothian.org.uk/article/17305/School-Documents to view our PEF Summary and find out more about our use of Pupil Equity Funding.' Engagement with Parent Council and Parent, Staff Association to look at ways of reducing CoSD. Pupil Committee groups find creative ways to reduce costs for learners and how to make things more equitable for all – in all aspects of school life. Use staff meeting to have a focus point on agenda for ideas and developments to CoSD	PEF timeline detailed in PEF plan Ongoing	Measures within PEF plan Ongoing -Timely review and evaluation of measures up in PEF plan Regular PSW meeting feedback and minutes with a focus on interventions. Targeted assessments show improvement in all learners. Parental Ethos survey data Pupil Ethos survey data Staff feedback

Courage **Relationships** **Relevance** **Values**

Improvement in employability skills and sustained, positive school leaver destinations for all young people:				
● Develop IDL planning across stages taking the Mid Calder context/Community and pupil voice into consideration ● Explore approaches to pupil profiling to share attainment, achievement and skills within 4 contexts for learning (P4-P7) for parents and carers.	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	A consistent approach to planning and delivering skills based learning when planning IDL linking skills builder and DYW. Encourage fresh and creative thinking when devising planned IDL activities linking to Mid Calder Context where incorporating pupil voice Staff to take ownership of outdoor learning and planning Seek outdoor Learning support from outside partnerships/agencies Engage with Social Enterprise Academy to support development of Community links and DYW TEAM teaching opportunities planned Provide opportunity through play and learning to be curious, enquire and problem solve through further developing play pedagogue with a focus across Early level and P2. Early Years Development Officer to support school with early years play Staff Working Group on Play based learning – focussing predominately in P1 and P2 Protected time for detailed planning to develop a self-evaluation /strategic plan for play/class set up at Early Level Collaboration with ELC staff resources and appropriate staff training, shared understanding with all staff about importance of play.	Sept 23 Sept 23 Oct-Nov 23 August 23 June 24 Ongoing Nov 23	Skills Builder and DYW evidenced in Planning by all staff. All Staff using Mid Calder context and pupil voice for planning IDL in term 3. Increased level of outdoor learning from most staff Departmental meeting allows staff to work together on outdoor learning lessons and planning to enhance experience for learners. QA visits in P1+P2 evidence increase in play pedagogue, carefully planned provocations and Invitations including pupil voice. The majority of Staff report on increased knowledge and understanding of the key principles of Play Base learning Achieve Gold Skills Builder award- giving school a clear skills progression across all stages
(Placing the human rights and needs of every child and young person at the centre of education)		SLT/Staff engaged in CLPL National/WL/RIC for play based Initiatives Explore and pilot school profiling that could be used digitally for P4-P7 Staff Profiling working group set-up. Explore other setting to gain insight to what other schools use for digital profiling. Engage with National Profiling pilot. Work towards Gold Skills builder Develop skill levels across stages Community links to DYW – PSA and Parent council engagement DYW Family engagement opportunity 'Skills Builder' training sessions P7 to pilot Skills builder skills tracker?	Ongoing Nov 23 Aug 23 Nov 23 Sept 23 Aug 23- June24 Ongoing Sept23/Feb24/ Mar 24	All P7 learners using the Skills Tracker to track personal developments in skills. Parents/Carers report positively that the Profiling pilot has helped them engage more with their child's learning. Positive Parental and learner DYW feedback. Learners reporting increased knowledge and exposure to different jobs and skills needed.

Courage **Relationships** **Relevance** **Values**