Mid Calder Primary School
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

Curriculum Rationale:

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We are a
Reading School
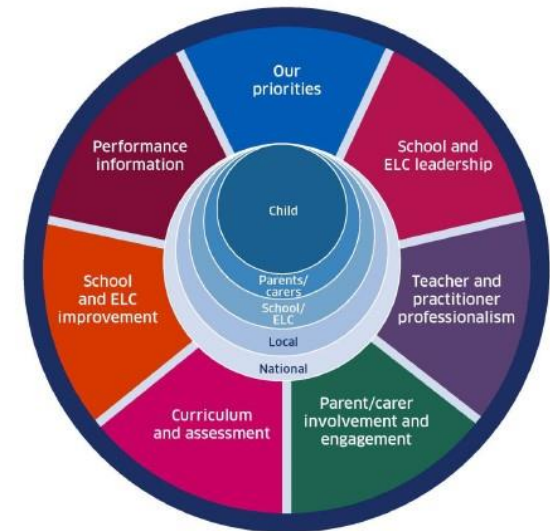
Learning and Teaching
Growth Mind-set. Active Learning Outdoor Learning. Number Talks. SEAL AifL. Creativity & Innovation. Digital Learning
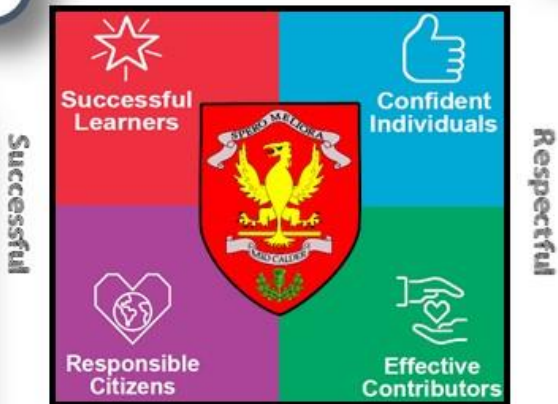
Together we... SOAR
Mid Calder Values

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 Learners
Confident Individuals
Responsible Citizens
Effective Contributors

SPERO MELIORA · MIDCALDER

Successful
Respectful

Optimistic   Adventurous

Spero Meliora
...to hope for better things

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

LISTENING SPEAKING PROBLEM SOLVING CREATIVITY
STAYING POSITIVE AIMING HIGH LEADERSHIP TEAMWORK

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
Magical Moments

Skills Builder
Silver Award

Contextual Data Analysis and Rationale for 2024/25 School Improvement Plan

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Background - The context for the learners in your school

Mid Calder Primary School is a non-denominational primary school and early learning centre (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 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 2023-2024, the school had a role of 179 pupils with 8 classes including 2 composite classes (P5/6 and a P6/7), 1 Principal Teacher, and an acting Head Teacher our ELC has provison for 40/40 as well as up to five 2 year olds. This year the school will benefit from a learning support specialist as well as Expressive Arts and HWB 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)

2023-24 data (% of learners on track)

Class	Roll	Reading	Writing	Listening & Talking	Literacy	Numeracy	Mathematics
P1	22	86.36%	86.36%	100.00%	86.36%	95.45%	100.00%
P2	27	77.78%	66.67%	92.59%	66.67%	70.37%	70.37%
P3	28	78.57%	78.57%	89.29%	75.00%	85.71%	85.71%
P4	16	93.75%	93.75%	93.75%	93.75%	93.75%	93.75%
P5	32	100.00%	87.50%	100.00%	87.50%	100.00%	100.00%
P6	22	95.45%	95.45%	95.45%	95.45%	95.45%	100.00%
P7	32	87.50%	90.63%	87.50%	78.13%	87.50%	93.75%

• In P1 most of our learners have achieved expected levels in literacy and almost all have achieved numeracy at early level.
• In P2 the majority of our learners are on track in their learning in literacy and most are on track with numeracy.
• In P3 most of our learners are on track in their learning in literacy and numeracy.
• In P4 almost all of our learners have achieved the expected levels in literacy and numeracy,
• In P5 most all of our learners are on track in their learning in literacy and all learners are on track with numeracy.
• In P6 almost of our learners are on track in their learning in literacy and numeracy.
• In P7 most all of our learners have achieved expected levels in literacy and numeracy.

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. Pupil average attendance levels are high and are above West Lothian Authority averages. 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

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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.

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 (95%) 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. Almost all pupils reported too that they felt they were treated fairly and respectfully. 74% of our learners reported that they had as say in making the way they learn better.

Participation and Engagement

- Participation and engagement is very good within school with almost all children engaging well within lessons. P1 and P2 learners reported that they have enjoyed having the open space in their improved classroom environment. Staff have also reported that this has made a positive impact on play opportunities within the classroom spaces. Most learners are aware of the skills they are developing through their curriculum at school but a deeper understanding of the steps to progression are needed as well as links to career pathways.

School Improvement Priorities 2024/2025:

- By prioritising the well-being of all pupils, foster an environment where every child feels valued, included, supported, and capable of achieving their full potential.
- A focus on improvement of High Quality Learning Teaching and Assessment across the school.
- To develop our whole school's understanding of equity and implement practices that support the achievement and well-being of all pupils, particularly those from disadvantaged backgrounds.
- Increase professional confidence planning, assessing and teaching Expressive Arts
- To embed sustainability into the whole school ethos, enhancing teaching and learning experiences and fostering a deep understanding of the Global Goals for Sustainable Development.

Mid Calder PS - School Improvement Planning for Ensuring Excellence and Equity

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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: By prioritising the well-being of all pupils, foster an environment where every child feels valued, included, supported, and capable of achieving their full potential. **(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	In alignment with the Scottish Government's commitment to equity and excellence in education, our primary school recognises the critical importance of fostering an environment where every child feels valued, supported, and capable of achieving their full potential. A key aspect of achieving this is prioritising the well-being of all pupils. By integrating well-being programs such as Emotion Works and Zones of Regulation, we aim to provide a structured approach to emotional literacy and self-regulation, which are foundational to equitable learning experiences. Take a refreshed look at our Health and Wellbeing curriculum ensuring our approaches take account of relevant research, current pedagogy, UNCRC and our school values. To include:- • All staff will continue to develop learning environments and ethos to ensure they promote equity and extend and enhance learning experiences. • All learners have the knowledge and understanding to self-report on the wellbeing indicators an feel sure that their one trusted adult will act on their responses. • Schools to use HWB networks with champs, mini champs and family champ effectively to support developments in HWB. • Professional development for teachers and staff to deepen their understanding and ability to support pupils' emotional well-being and self-regulation -.Emotion works training for staff – use professional strengths within staff to help support delivery. • Zones of Regulations training for all staff • Implement structured programs of Emotion Works and Zones of Regulation across the curriculum. • Monitor and evaluate the impact of these programs through observations as well as learner, parent and staff feedback. • Support and engage parents through workshops and information sessions to extend support for emotional well-being into the home environment. • Through Building an understanding of Equity, work with our school community, challenge discrimination, equality and equity by developing our Equity and Equalities policy in line with the diverse needs of our school. • Create opportunities for pupil voice and leadership in promoting emotional well-being in class, through Committee groups, House Meetings, Pupil Parliament and other opportunities across the school. • Actively seek and to listen to the 'Pupil Voice' and further develop regular opportunities for pupils to be consulted on their experiences as learners, reflecting the rights of the child. • Develop learner mediators to support positive relationships in the playground.	Ongoing Aug 24-June25 Oct 24 Ongoing	Almost all (90%) learners will self-report positively using the wellbeing indicators. All pupils will have increased opportunities for learner participation and have a clearer, shared understanding of the wellbeing indicators mean and strategies to support them. This will be achieved by - ▪ Tracking of wellbeing indicators as a baseline tool ▪ Feedback from learners, parents and staff ▪ Audit of current HWB practices and resources, with shared understanding and guidance ▪ Review impact of Emotion works by gaining learner and staff feedback ▪ HGIOURS self-evaluation Themes 1 and 4 ▪ Learner participation audit toolkit Almost all (90%) learners will self-report positively using the wellbeing indicators, with a clearer understanding of self-esteem, resilience, discrimination, equality, equity and anti-bullying supports available. This will be achieved by – ▪ Audit current curriculum offer ▪ Self-evaluation HGIOURS Themes 1 and 4 ▪ CLPL Building Equitable School ▪ Learning conversations ▪ Learner evaluations ▪ Family learning evaluations Almost all learners will demonstrate improved emotional literacy, including the ability to identify, understand, and manage their emotions based on Emotion Work cogs and or Zones of Regulation. Learners will show increased self-regulation skills, enabling them to engage more effectively in learning and social interactions. Teachers and staff will have a deeper understanding and ability to support learners' emotional well-being and self-regulation needs. Learners can identify the tools and strategies to help them regulate in a safe and supported environment.

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Raising attainment for all, particularly in literacy and numeracy(universal): A focus on improvement of High Quality Learning Teaching and Assessment across the school. (**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	Effective learning, teaching, and assessment are fundamental to the success of all our learners. In line with the Curriculum for Excellence (CfE) framework, it is essential to provide clear and explicit learning intentions and success criteria to enhance student understanding, engagement, and achievement. Research indicates that when students understand what they are learning and what success looks like, they are more likely to make significant progress and achieve their full potential (Hattie, 2009; Wiliam, 2011). • All learners to receive consistently well-planned learning and teaching that provides appropriate challenge, differentiation and pace in literacy and numeracy. • All staff will ensure assessment approaches are well matched to the needs of learners and accurately reflect where they are in their learning, enabling identification of next steps through effective feedback. • Training and audit of effective use of LI and SC in order to inform next steps in professional learning. • Professional Learning Workshops: Facilitate professional development workshops - drawing upon the research of Wiliam, Hattie, and Clarke to deepen staff understanding of the principles and practices associated with high-quality learning intentions and success criteria. • Use collaborative planning sessions amongst teaching teams to co-construct clear and measurable learning intentions for each lesson or series of lessons. Emphasise the importance of aligning learning intentions with curriculum experiences and outcomes. • Develop explicit instructional practices within teaching pedagogy, wherein teachers explicitly highlight and unpack learning intentions at the outset of each lesson, engaging students in discussions around the 'what' and 'why' of their learning as well as the skills they are developing. • Staff to support and help learners engage in the co-creation of success criteria, enabling them to actively participate in defining what success looks like and fostering a sense of ownership over their learning. • Increase staff knowledge of a wide variety of feedback strategies informed by professional reading, podcasts, videos and professional dialogue.	Ongoing Aug/Sept 24 Nov 24 - March 25 Ongoing	▪ Collect and analyse learners' work samples to evaluate the extent to which learning intentions and success criteria are being met. Look for evidence of learner understanding, application of skills, and ability to self-assess against success criteria through learner conversations ▪ Through regular classroom visits observe teacher implementation of explicit teaching methods. All teachers to plan and deliver high quality learning intentions and success criteria (co constructed) that are communicated, reviewed and reinforced throughout lessons. ▪ Gather feedback from learners regarding their perception of the clarity and usefulness of learning intentions and success criteria in guiding their learning. This feedback can then be used to refine and improve pedagogy. ▪ Analyse assessment data, including formative assessments, quizzes, surveys and summative assessments, to measure student progress and attainment in relation to learning intentions and success criteria. ▪ Evaluate the Effectiveness of different formative assessment methods through learner discussions, teacher feedback and learners progress in learning.

		• Integrate formative assessment strategies into everyday teaching practices, leveraging techniques such as questioning, observation, and peer feedback to gauge student understanding in relation to learning intentions and success criteria. • Plan and deliver a spread of moderation sessions with all staff for Literacy and Numeracy		
Tackling the attainment gap between the most and least advantaged children (targeted): To develop our whole school's understanding of equity and implement practices that support the achievement and well-being of all pupils, particularly those from disadvantaged backgrounds. (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* *MCPS PEF Summary* *to view our PEF Summary and find out more about our use of Pupil Equity Funding.'* The rights of all children are respected, particularly those who are most vulnerable and in need of support. To address the achievement gap between the most and least advantaged children, we will plan robust targeted interventions that focus on health and wellbeing, literacy, and numeracy. This approach also includes other learners, acknowledging that poverty can be concealed and exist outside the traditional Q1. We employ a variety of contextual analysis measures to identify other learners who need targeted interventions Implement Continuous Professional Learning (CLPL) focused on building an equitable school environment.	Ongoing Nov 24 Sessions TBC	Documented in PEF Plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people: Increase professional confidence planning, assessing and teaching Expressive Arts To embed sustainability into the whole school ethos, enhancing teaching and learning experiences and fostering a deep understanding of the Global	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	Using effective School moderation processes applied across other curricular areas, develop moderation processes of expressive arts. Research high quality pedagogical approaches to support delivery of art, drama and music. Look for opportunities for staff to support each other with individual strengths in different areas. Good practice visits for staff. Draw on Cluster expertise and subject area support from High School staff. Create a whole school approach to teaching and assessment of expressive arts. Practitioners engage in small test of change enquiry processes to support the development of improved pedagogical practices to enhance the experiences for our learners with practitioner enquiry as part of the process. Cluster focus CLPL	Sept 24 Nov 24 May 24 Ongoing	*All pupils will have increased engagement in a broad range of creative agile learning experiences in Expressive Arts, with almost all (90%) reporting positively on the impact on their learning. This will be achieved by -* ▪ SLT Observations ▪ Staff professional dialogue ▪ Peer observations ▪ Learning conversations ▪ Learner questionnaires ▪ Impact on attainment and enjoyment of learning ▪ Parent/Carer feedback *By prioritising whole school sustainability, we aim to create a learning environment that not only educates about the importance of sustainability but also practices and exemplifies it, preparing our pupils to be responsible (global) citizens*

Goals for Sustainable Development. **(Placing the human rights and needs of every child and young person at the centre of education)**		Create a commitment to fostering a culture of sustainability, ensuring that our practices and teachings align with the global movement towards a more sustainable future. By integrating the principles of sustainability into all aspects of school life, we aim to empower pupils with the knowledge, skills, and attitudes necessary to contribute positively to their communities and the world (Responsible Citizens). The Global Goals for Sustainable Development provide a comprehensive framework to guide our efforts and enrich our curriculum. By prioritising whole school sustainability, we aim to create a learning environment that not only educates about the importance of sustainability but also practices and exemplifies it, preparing our pupils to be responsible (global) citizens ▪ Conduct an audit of the school's environmental impact and develop a plan to reduce waste, energy consumption, and promote recycling. ▪ Establish a school garden or green space to teach pupils about biodiversity, food production, and ecosystems. ▪ Implement a sustainability (Eco) committee group involving pupils, staff, and parents to lead and monitor sustainable initiatives ▪ Partner with local organisations and businesses to support sustainability projects and initiatives. ▪ Organise community events and workshops to raise awareness about sustainability and the Global Goals. ▪ Encourage family involvement in sustainability practices at home and in the community. ▪ Seek good practice out with own school to support developments in sustainability. ▪ Eco award ▪ Social Enterprise activities ▪ Veolia circular economy project Having a continued focus on the importance of developing core skills, we will explore and pilot the development of tracking and benchmarking of these skills through our Skills builder framework. This will also include a mapping exercise of the Meta Skills progression framework. Staff will also embed a skills focus within lessons and links to career pathways. Benchmarking training in Aug/Oct. Use Skills Benchmarking tool for each class at 3 identifies points over school year to track progress with Skills.	Sept 24 –May 25 Oct 24 March 24 Aug 24 Ongoing Aug/ Oct 24	▪ Almost all learners will be able to demonstrate a basic understanding of sustainability and the Global Goals through work they do and discussions. ▪ All Teacher planning will demonstrate sustainability principles across a variety of subject areas. ▪ The school community will have engaged in sustainable practices and projects, promoting environmental awareness and care. ▪ Parents and Cares report positively of actions towards sustainability within the local community. ▪ Increased pupil engagement and understanding of sustainability and the Global Goals. ▪ From lesson observations there is evidence of integration of sustainability principles in teaching practices. ▪ Positive feedback from pupils, parents, and staff on sustainability initiatives. ▪ Measurable reduction in the school's environmental impact and increased sustainable practices. *Almost all (90%) pupils will make links between skills and learning activities. All lessons will have related skills identified and discussed. This will be achieved by -* Audit current practices relating to schools skills builder framework ▪ Self-evaluation of impact ▪ Pupil feedback on effective and enjoyment of skills lessons. ▪ Staff feedback ▪ Benchmark skills ▪ Quality improvement activities to focus on skills progression ▪ Learners are aware of the skills and some of the steps to success.

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