


St Mary's RC Primary School and Polbeth Nursery



#buildingforsuccess

2023 / 2024



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Relationships

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Values

Factors Influencing the Improvement Plan

School Factors

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

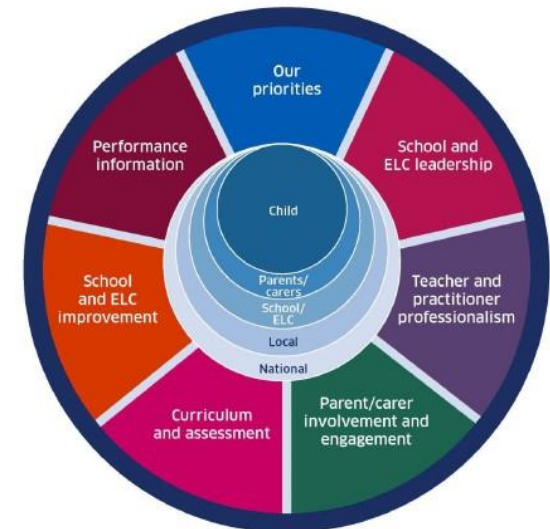
Local Authority Factors

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



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Vision, Values and Aims

At St Mary's RC Primary School and Polbeth Nursery we aim to create an inclusive learning community where we are Building for Success

We aim to provide high quality education that meets the needs of all learners, based on Gospel values, enabling them to be successful learners, confident individuals, responsible citizens and able to make an effective contribution to society, now and in the future.

Our values are focused on:

Trust & Honesty, Respect, Friendship, Safety & Perseverance.



In St Mary's RC Primary School and Polbeth Nursery, our aims are building blocks towards our vision, 'Building for Success':

Our Aims:

Successful Learners

To provide the highest quality learning and teaching experiences which meet the needs of all learners in an inclusive, safe and nurturing environment.

Confident Individuals

To encourage success, promoting confidence, independence and creativity in our learners to build resilience and develop a growth mind-set.

Effective Contributors

To equip every pupil with skills for life by investing in them as individuals by creating a foundation to build skills for learning in Literacy, Numeracy and Health and Wellbeing.

Responsible Citizens

To build and maintain effective partnerships between the school, the home, the parish, partner agencies and the wider community.



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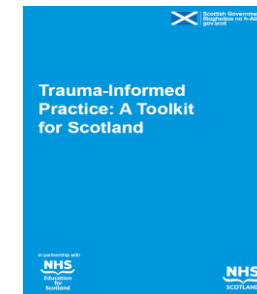
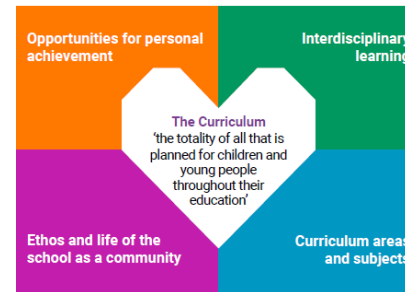
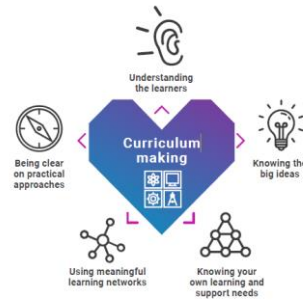
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Curriculum Rationale

St Mary's RC Primary School and Polbeth Nursery Curriculum Rationale has a refreshed narrative for Curriculum for Excellence through the promotion of agile learning. Our curriculum places learners at the heart and, in line with our school aims, we focus on the four fundamental capacities that reflect the lifelong nature of education and learning. The capacities recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities. They recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world and they enable children and young people to be democratic citizens and active shapers of that world

The process of curriculum making is a continuous process and we endeavour to reflect the context of St Mary's and the circumstances of our children and families at any given time.



Our curriculum intent will be to continue using West Lothian and National resources. Subject specific plans will be used to support the Health and Wellbeing of our pupils and provide opportunities for them to continue to explore the concepts of belonging and feeling safe at school, connecting with friends, managing worries and fears through the One Trusted Adult Approach, as well as being positive and looking forward to learning. Plans will continue to be in place for Literacy and English and Numeracy and Mathematics to allow teachers to gather information about each pupil's progress to identify and address any gaps in learning. In this way, aspects of the curriculum that are sequential or integral to future learning are not jeopardised. However, this will not mean that new learning stops across the Broad General Education.

Building on the success of Microsoft Teams in Primaries 4-7, digital learning will continue to be developed. For our learners in Primaries 1-3, the 'Seesaw' learning platform will be further embedded. We will develop our use of digital profiling across the school using the platform 'SWAY'. Digital profiling will be used to showcase learners' strengths and achievements.



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Understanding the learners

- Knowing children and young people and where they are on their individual learner journeys
- Listening to learners and being informed by their motivations and aspirations
- Empowering learners to have **agency** in their learning with opportunities for personalisation
- Using observations, assessments and feedback to design and develop the learning



As the excerpt above illustrates, we will listen to our learners. Teachers and support staff will work closely with the children, listening to their views and identifying what is most likely to motivate them and help them to engage with their learning. Our school values of trust and honesty, respect, friendship, safety and perseverance will guide this process and we will work closely with families and our partner agencies to continue to build relationships and resilience across our school community. We will promote the Rights of the Child in our decisions and actions.



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Learning across the four contexts at St Mary's RC Primary



Opportunities for personal achievement

THE POPE FRANCIS FAITH AWARD

JOHN MUIR AWARD

wild places: DISCOVER EXPLORE CONSERVE SHARE

#BuildingForSuccess

The Leader in Me great happens here

sportsScotland active schools WEST LOTHIAN

Prefects As Partners #buildingforsuccess

SCERTS

DIGITAL SCHOOLS AWARD SCOTLAND

Interdisciplinary Learning

YOUNGSTEM is being delivered in all 32 Local Authorities in Scotland

Seesaw

SCOTLAND'S CURRICULUM FOR EXCELLENCE Putting learners at the heart of education

The Curriculum
 'the totality of all that is planned for children and young people throughout their education'
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Ethos and life of the school as a community

Charter for Catholic Schools in Scotland

POLBETH HUB

COMMITTEES

Friendship
Safety
Respect
Perseverance
Trust & Honesty

Curriculum areas and subjects

Literacy and English

Talk for Maths Mastery

Read Write

Health and Wellbeing Recovery

Numeracy & Mathematics



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

Background - The context for the learners in your school

St Mary's RC Primary School is a denominational school which serves the communities of Polbeth and West Calder. In session 2022/2023, the school had a roll of 171 children across 7 mainstream classes and 24 children across 4 ASD classes. Polbeth Nursery has a role of 17 in the morning, 13 in the afternoon, 16 Full Day and 16 eligible 2 year olds. The school runs a very successful Breakfast Club which is well attended. We have over 35% Free School Meal uptake from pupils. St Mary's has a long established and fully supportive Parent Council, who are very active in school, especially in the areas of fundraising and general parental communication and liaison. Improvements in the school and early learning centre are supported by very effective partnership working. The school has very good relationships with the Cluster Schools, local community, and the local church.

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

Our data shows that in our mainstream setting, by the end of P1, most children attain the appropriate CfE levels in Literacy and Numeracy. By the end of P4, the majority of children achieve the appropriate CfE level in Literacy and most children in Numeracy. By the end of P7, most of children are achieving the expected levels in Literacy and Numeracy. Few children in our Autism Spectrum Disorder resource are attaining the expected National levels in literacy and numeracy but all are making progress against their individualised targets. There is a need to improve attainment across literacy components, especially in primaries 3 and 6 where dips in attainment are evident. With a consistent focus on literacy and numeracy, through planned school improvement priorities and interventions, children's understanding and application of literacy skills will continue to be developed alongside number processes and mathematics. The majority (over 66%) of our pupils live in Quintile 2 and this is where we find most of our gaps in learning. Almost 20% of our pupils have an Autism Spectrum Disorder diagnosis. A number of our identified children experience gaps due to early life experiences, additional support needs and ongoing family issues. Our target groups will be for identified children who experience barriers in literacy and numeracy, as well as all identified children requiring support to maintain high levels of attendance. Attendance levels this year have been lower than recent years, but we have employed a full time Family Link Worker who continues to work alongside the Senior Leadership Team to support families with this.

Almost all (over 90%) of children self-report as green for being active. The school holds a Gold Level Sports award and has a specialist Physical Education Teacher who ensures learners receive their entitlement. Almost all children have an identified Trusted Adult who is available to support with all aspects of wellbeing.

Literacy in our ELC highlights growth in many areas of development with the majority (over 50%) of pre-school children being able to listen and take turns, however, there is an identified need to support a number of children with their clarity of speech and the ability to recall and retell information.



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a) **What are our improvement priorities?** - Identified SIP priorities informed by the above data (detail in plan below)

Our improvement priorities will continue to focus on improving wellbeing, literacy, numeracy, tackling the attainment gap between the most and least advantaged children, developing employability skills and promoting sustained, positive school leaver destinations for all. Staff will use universal and targeted interventions to address pupil progress in these areas whilst identifying and reducing any barriers to learning.

St Mary's RC 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>Increase learners' self-efficacy, social and emotional wellbeing, with the UNCRC Rights at the centre.</p> <p>Further build a trauma informed culture to support wellbeing across the learning community.</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	HWB Champion Lead identified, mini champs and family champ to drive improvement. Implement action plans led by School Improvement Plan (SIP) group. Trauma informed professional learning opportunities for staff. Family Support Worker to liaise with and support families. One Trusted Adult (OTA) approach to be further embedded throughout the school and SHANARRI characters used to facilitate learner understanding. Data tracked for OTA and number of referrals to Family Link Worker. HWB and Ethos surveys to be used across school community (PASS/Leader in Me/West Lothian). Working towards Gold Level Rights Respecting School Award. Pope Francis Faith Award & Assembly Programme to promote wellbeing, resilience, pupil voice and participation.	August 2023 – June 2024 (See separate action plan)	Almost all children will accurately self-report using the WLC wellbeing tracker with most teacher judgements matching pupil self-reporting (Over 90%) PASS Assessment used as baseline in September to support pupil wellbeing and demonstrate improvements from prior year. Most children (75-90%) can express understanding of the role of a trusted adult and how to request a conversation. Most staff will report an improvement in their own confidence and wellbeing within school Gold Award Sport Scotland will be renewed with all children to participate in high quality physical learning opportunities to improve wellbeing. Pupils in P6&7 to achieve Pope Frances Faith Award.
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Raise attainment in literacy and numeracy through embedding a consistent approach to learning, teaching and assessment, promoting the participation of all learners.</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	Literacy pedagogy lead appointed. Continue to focus on key areas for high impact learning, teaching and assessment across the curriculum, and further develop collaborative approaches to moderation and evaluation. Implement action plans created by Literacy and Numeracy Leads and SIP groups. Increased opportunities to further develop and embed digital skills to support attainment in lit. and num. at school, home and beyond. Further develop agile learning approaches to meet learners' needs. Monitor interventions and analyse data to inform next steps. Revisit and refresh curriculum rationale and curriculum events for parents. Specific focus on developing listening and talking skills in line with WL priorities.	August 2023 – June 2024 (See separate action plan)	Increased attainment in both reading and numeracy.– Track 1 – Track 4 tracking showing improvement of combined P1/4/7 75% or over in the majority of classes for Reading and 84% or over for Numeracy (exc ASD Resource) Monthly Learner participation groups to evaluate HGIOURS Themes. Reviewed in May 2024 to measure impact. All staff involved in Quality Improvement activities to build consistency and confidence. All learners will experience high quality teaching in literacy and numeracy with practice evaluated and monitored using a programme of peer and SLT class visits (80% or more evaluated as good/very good learning experiences). Achieve Reading Schools Accreditation. 100% of children have access to digital platforms at home and school to support learning in literacy and numeracy.
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Achieve equity for Quintile 1 and 2 learners through a</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	'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 to view our PEF Summary and find out more about our use of Pupil Equity Funding.		Documented in PEF Plan



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<p>programme of targeted and tracked interventions.</p>	<p><input checked="" type="checkbox"/> Performance Information</p>			
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Increase the achievements and skill development of all learners, within and beyond the classroom.</p>	<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>	<p>Implement action plan led by School Improvement Group. Learning for Sustainability Lead Practitioner identified. Wider achievement tracker to be introduced. Review learner participation opportunities to raise aspirations across our school within agile, adaptive learning environments. To continue to further embed The Leader In Me Programme. Increase exposure to STEAM learning opportunities for staff and pupils, All pupils to engage in learning about the Rights of Children. 1+2 French & Spanish learning experiences to be further developed through staff CLPL and identification of lead practitioner.</p>	<p>August 2023 – June 2024 (See separate action plan)</p>	<p>Almost all children to have a digital learner profiles that they contribute to and share with parents/carers. Learner conversations and evaluation of QI 3.2 show impact of learner achievements. Most children (75-90%) can demonstrate the 7 habits of highly effective people through their pupil leadership teams. Achievement of RRS Gold Award. Almost all children P1-P7 to experience learning activities in French, with children in P5-7 also learning Spanish.</p>



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