

HOWDEN ST. ANDREW'S SCHOOL IMPROVEMENT PLAN

2024/2025



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

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

Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

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



Courage

Relationships

Relevance

Values

Howden St. Andrew's Primary School



Building Up One Another in

Learning, Love and Faith



Confidence

Kindness

Respect



Courage

Relationships

Relevance

Values

HSA Curriculum Rationale:

[curriculum_rationale.docx](#)

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>



Courage

Relationships

Relevance

Values

Contextual Data Analysis and Rationale for 2024/25 School Improvement Plan (maximum one side A4)

a) Background - The context for the learners in your school

Howden St. Andrews Primary School is in **Quintile 2** with approximately 84% of pupils living between **Quintile 1 and 2**. We have approximately 50% of children with English as an additional language, with 27 different languages spoken across the school, representing our diverse school community. We also have over 50% of children who are classed as having an Additional Support Need. Attainment Data shows that our barriers to learning are **underdeveloped vocabulary and Speech and Language** difficulties from Nursery onwards and pupils and families experiencing **social and emotional problems leading to mental health issues**. This can also lead to **poor attendance** for some of our pupils. As a result, our pupil's wellbeing can be negatively impacted leading to lower attainment in all aspects of Literacy and Maths and Numeracy.

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

Throughout session 2023-24, we have had a clear Raising Attainment strategy in place incorporating targeted interventions, staff training and embedding our re-evaluated Support for Learning Strategy and universal support provision to become more inclusive and equitable. As a result, attainment in Literacy and Numeracy and Maths from P1 to P7 has improved on average, with only slight drops in P4 Literacy (82%-79%). At the targeted stages of P1, P2 and P3 there has been an overall improvement in attainment across Literacy and Numeracy, while in P4, attainment has remained steady across reading, writing, numeracy and maths. Writing will continue to be an area of focus and improvement across the school improvement however it has increased since last session in all but one stage. Tracker data from ELC confirms that a focus on challenge in Literacy around sounds, words and mark making and a focus on challenge in Numeracy around recognising the number of objects without counting and reading numbers will support the same aims at this level, Overall attainment in Literacy at P2 and P6 is lower than the rest of the school. Therefore staffing and resources will effectively be deployed at these stages to ensure that attainment continues to increase. Girls across all stages of the school are outperforming boys across Literacy. The same is true Numeracy and Maths apart from P2, P4 and P5 stages. Pupils who are not attaining national levels remain in the **EAL** and **SEB** category regardless of their Quintile (Q1-Q4). Most quintile 1 children at P1, P4 and P7 are attaining expected levels in Literacy and Numeracy and Maths, with the exception of writing, where the majority of children are attaining expected levels of attainment.

Self-reporting analysis informs us that most pupils in P1-P4 feel safe in school. In P5-P7 the majority of pupils feel safe in school. We will continue to work with our community over the next session to further augment these statistics. Engagement levels across Literacy and Numeracy and Maths remain high with most pupils across all stages displaying high levels of engagement

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

Targets for Universal and Targeted pupils are outlined below and encompass the following:

- Focus on literacy skills at each level through a spotlight on pace and challenge.
- Focus on second level to raise attainment in writing, particularly in boys, and Numeracy for girls at targeted stages in the school.
- Inclusive and Equitable classrooms, learning and teaching (supported by the WLC equity team).
- Project based Learning/Play-based learning.
- Robust, nuanced and practical understanding of the Wellbeing Indicators.



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>Learners will acquire a robust and practical understanding of the wellbeing indicators relating to safety, respect and responsibility.</p> <p>Lead:</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Review our Positive Relationships Policy in line with national expectations and ensuring the language within aligns with our strong, demonstrated nurturing and inclusive ethos (T1) Embed anti bullying policy; all stakeholders demonstrating increased understanding of bullying relating to safety. (T2) Complete action plan and checklist for RRS Silver Award; arrange accreditation visit Review approaches to staff wellbeing. 	<p>Oct '24</p> <p>Dec '24</p> <p>Apr '25</p> <p>Oct '24</p>	<p>By January 2025, most P5-P7 children will report an increase in understanding of bullying behaviour.</p> <p>By May 2025, 75% or more P5-P7 children report that school deals well with bullying.</p> <p>By May 2025, 85% or more P5-P7 children will report that children treat each other fairly and with respect</p> <p>By June 2025, almost all P5-P7 children will report feeling safe in school.</p> <p>RRS Silver Award Accreditation</p> <p>By December 2024, almost all staff report increased HWB from baseline questionnaire, with further increase by June 2025</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Learners will receive equitable learning experiences which meet their individual needs and promote pupil leadership of learning.</p> <p>Lead:</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	<ul style="list-style-type: none"> All teaching staff engage with local authority equity team Further review and develop planning processes to ensure differentiation, pace and challenge Implement strategies and philosophies of Building Thinking Classrooms across the school All staff engage with CLPL around dialogic teaching pedagogical approaches to augment questioning and feedback (T2) All staff will develop outdoor learning experience offers to enhance and support learning in Literacy and Numeracy. 	<p>Ongoing</p> <p>Oct '24</p> <p>Dec '24</p> <p>Apr '24</p> <p>Ongoing</p>	<p>By June 2025, more than 80% of learners in P5-P7 will report that learning in school is enjoyable.</p> <p>QA triangulation/self-evaluation activities confirm increased evidence of differentiation, pace and challenge in all classes.</p> <p>Building Thinking Classrooms practice evident in all classrooms.</p> <p>Almost all teachers will have increased their knowledge and understanding of effective dialogue for teaching and learning (inclusive of questioning and feedback).</p> <p>Almost all pupils experience outdoor learning at least once every week each term.</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership	<p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty</i></p>		<p>Documented in PEF Plan</p>



Courage

Relationships

Relevance

Values

<p>Through targeted interventions and experiences, almost all Quintile 1/PEF learners will experience added value in their curriculum offer which contributes positively to their attainment.</p> <p>Lead:</p>	<ul style="list-style-type: none"> <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><i>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.</i></p> <p><i>Please follow this link to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>		
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Learners will develop skills to become effective contributors and responsible citizens through increased opportunities to engage in stage appropriate play-based learning and project-based learning</p> <p>Lead:</p>	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> • All teaching staff to engage in project-based Learning training and implement and facilitate a project with their class • All staff to participate in play based learning CLPL • Embed HSA skills and experiences passport in curriculum experience • Develop tracking and data capture of learning and skills for PEF groups 	<p>Apr '24</p> <p>Oct '24</p>	<p>All adults report increased confidence in their role in play based learning and project learning pedagogy.</p> <p>Play and project based learning evident across school.</p> <p>Tracking and analysis document created and in use to complement data discussions.</p> <p>Monthly and termly learning conversations/Feedback Friday data will show a progressive confidence in dialogue around skills by June 2025</p>



Courage

Relationships

Relevance

Values