

Howden St. Andrew's SCHOOL IMPROVEMENT PLAN

2025 / 2026



Factors Influencing the Improvement Plan

School Factors



Courage

Relationships

Relevance

Values

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



Vision, Values and Aims



Co

Howden St. Andrew's Primary School

Building Up One Another in

Learning, Love and Faith



values

Curriculum Rationale

(Insert a page or a link to school's Refresh Curriculum Rationale)

[curriculum rationale.docx](#)

[HSA Learning Passport - Master \(2\) \(3\) \(1\).docx](#)

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



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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/>

Contextual Data Analysis and Rationale for 2025/26 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 80% of pupils living between **Quintile 1 and 2**. We have approximately 45% of children with English as an additional language, with 27 different languages spoken across the school, representing our diverse school community. We also have almost 60% 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 2024-25, we have had a clear raising attainment strategy, informed by feedback from HMIE, which primarily focused on developing differentiation through questioning and planning for learning experiences that ensure pace and challenge in order to better support the varied needs of children within our school community. We have also continued to work closely with the WL Equity team to develop our equitable and inclusive practices, meeting the needs of all learners. Overall, our attainment has slightly dipped this session in Literacy and Numeracy and Maths compared to last session (65% from 68% in literacy and 74% and 77% from 78% in maths and numeracy) however at almost all stages attainment in Literacy and Numeracy and Maths has improved over this session, with almost all children making progress. At key stages P1, P4 and P7 the majority of children are attaining expected levels in Literacy and most children are attaining expected levels in Numeracy and Maths. Overall attainment at Primary 4 is lower than the rest of the school and writing attainment remains lower across the school but particularly at P1 and P3 stages therefore interventions will be employed to support these children to make continued progress. Almost all quintile 1 children at P7 are attaining expected levels across all aspects of literacy and most are attaining expected levels in Numeracy and Maths. At P1 most quintile 1 children are attaining expected levels in literacy whilst the majority of Q1 children at P4 are attaining in literacy. At P1 and P4 the majority of quintile 1 children are achieving in Numeracy and Maths. Children who are not attaining expected levels remain in the **SEB** and **EAL** category. At all stages girls outperform boys in Literacy and in almost all stages, except P6, girls outperform boys in Numeracy and Maths. Tracker data from ELC also 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 continue to be a focus to support early literacy and numeracy skills.

Self-reporting analysis indicates that most children from stages P1-7 feel safe at school, with ethos surveys indicating that almost all children in P5-7 feel safe at school, showing an increase on last session. 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)

- Embed PBL and engage with the Play Scotland Play Award.



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- Embed features of high-quality learning and teaching to support and challenge learners.
- Ensure all children have a learning profile updated regularly and shared with parents.
- Implement a dynamic Support for Learning Model to ensure consistent, high quality universal and targeted support.
- Engage with pedagogy support in numeracy and maths.
- Engage with pedagogy support to develop further a culture of writing.
- Ensure planned, progressive opportunities to support wellbeing and children's rights.
- Promote a whole school strategy for digital literacy to support the development of skills for learning.

| Howden St. Andrew's Primary School Improvement Planning to Ensure Excellence and Equity | | | | |
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| | NIF Driver | Proposed actions | Timescale | Measures of Success |
| <p>Improvement in all children and young people's wellbeing:</p> <p>Continue to embed an inclusive and equitable school culture, celebrating diversity and supporting the wellbeing and achievement of all.</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"> • Refresh Positive Relationships Policy, create equality and diversity statement and continue to embed anti-bullying strategy • Ensure there are further planned, progressive opportunities to promote wellbeing and children's rights. • Fully engage with the RRS Silver Award process to ensure the UNCRC is at the heart of our practice. • Embed the six principles of nurture across the school, PSWs consistently delivering appropriate interventions across all stages. • Engage in cluster training opportunities of Progressive Masculinity and Equality and Diversity. • Continue to address barriers to learning and engage with partners to support interventions. • Engage school community in the Attachment and Trauma Sensitive School Award (ATSSA) | <p>January 26</p> <p>June 26</p> <p>October 25</p> <p>October 25</p> | <ul style="list-style-type: none"> • Most (75-90%) pupils will self-report positively using the wellbeing indicators. • UNCRC RRS Award Criteria Silver to be met by June 2025. • Quality assurance will evidence the use of nurturing principles in every classroom. • One trusted adult approach used consistently across all stages. • All staff to complete available CLPL training opportunities school, cluster and personal professional learning. • Whole school community will engage in the collaborative refresh of the Positive Relationships Policy and creation of an equality and diversity statement. • Bronze criteria met for ATSSA Award. |



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| | | | June 26 June 26 | |
| <p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Ensure pupils receive consistently high-quality learning experiences demonstrating pace, challenge and leadership of learning through supported professional learning.</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 practitioners to engage in BTC cluster training and support. Support staff team and numeracy lead to implement actions, interventions and enquiry to support numeracy. Numeracy Champion to engage team in formulating and delivering the Numeracy Action Plan. School to make use of pedagogy support, staff team to implement actions, interventions and enquiry to support literacy. Literacy Champion to engage team in formulating and delivering the Literacy Action Plan. Work collaboratively across the school community to further develop a culture for writing. Provide staff with high quality CLPL in literacy and numeracy to support school improvement. All staff to engage with Equity Team to support raising attainment strategy. Implement a dynamic Support for Learning Model to ensure universal and targeted supports are consistent and impactful. | June 26 January 26 January 26 May 26 January 26 June 26 October 25 | <ul style="list-style-type: none"> Attainment in numeracy to rise by at least 2% across the school. Attainment in writing to rise by at least 2% across the school Attainment in combined literacy score to raise by 2% Almost all (over 90%) staff reflect positively on the impact of Literacy CLPL on their practice Almost all (over 90%) staff reflect positively on the impact of Numeracy CLPL on their practice. Most staff (75-90%) observed using creative pedagogy across the curriculum Almost all children (over 90%) observed to be engaged in learning. Most classes (75-90%) observed using a wide range of learning environments through QA. Most staff (75-90%) will develop confidence in implementing consistent universal and targeted supports from baseline evaluation. |
| <p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Implement targeted interventions for pupils from quintiles 1 and 2 not achieving expected levels in literacy and numeracy.</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"> Maths Recovery intervention introduced for Q2 children not achieving expected levels in numeracy. All staff engage with pedagogy support and implement interventions to support the development of a culture for writing. Adapt approaches to writing in Primary 1 and Primary 2 to ensure a focus on core targets. All staff continue embedding 'Word Boost' across all stages. Deliver high quality CLPL in numeracy and literacy. All staff engage with Equity Team to support measured interventions in literacy, numeracy and health and wellbeing. | June 26 May 26 January 26 October 25 June 26 June 26 | <ul style="list-style-type: none"> One member of staff to complete Maths Recovery Training Raise attainment in numeracy by at least 2% for Q2 children in P4-P7. Most children (75-90%) will make progress in numeracy from baseline through Maths Recovery intervention. Most children (75-90%) will make progress in writing skills from baseline through 'Core Writing Targets' intervention. Most children (75-90%) will make progress from baseline for 'Word Boost' intervention. Almost all (over 90%) staff reflect positively on the impact of Literacy CLPL on their practice. Q2 writing attainment to rise by at least 2% in identified intervention groups. |
| <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> Develop skills for life, learning and work using Project Based Learning approach. Develop play pedagogy across all stages. | <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"> Embed pedagogy of Project Based Learning incorporating consultative planning. Engage with the Play Scotland Award to support the development of play pedagogy across the school Embed HSA Curriculum Passport and profiling across all stages. Promote a whole school strategy for digital literacy to support the development of skills for learning. Develop the use of learning conversations to support self-directed learning and target setting. | January 26 October 2025 May 26 January 26 June 26 | <ul style="list-style-type: none"> Play pedagogy evident in practice across all stages though QA observations and learning walks. Meet two criteria within each strand of the Play Pedagogy Award. All pupils have a learning profile which is updated termly and shared with parents twice per year. Almost all (over 90%) of pupils can talk confidently about their achievements and the targets they have set in their learning |



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