

# Windyknowe Primary School SCHOOL IMPROVEMENT PLAN

2023 / 2024



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# 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? 4<sup>th</sup> 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

## Vision Statement

Ready, Respectful, Responsible, Safe.

## Our Values

We always try to do our best  
We stand up for what is right and speak out when things are wrong  
We take responsibility for our own actions  
We show respect  
We share and we are fair and friendly around others  
We show patience, tolerance and try to solve problems peacefully  
We understand that it is important to tell the truth so that others trust us  
We care about others and know people in our school care for us  
We look after our world so that everyone can enjoy it

## Our Aims

### **Partnership, Collaboration and Self Improvement**

A welcoming culture and ethos encourages pupils, staff, parents, carers and partners to become actively involved in shaping the learning community of Windyknowe to be the best it can be

### **Leadership and Management**

Strong and effective leadership at all levels amongst pupils, parents and staff supports a decision making process which ensures the effective running and improvement of our ever evolving school

### **Learning Provision**

A progressive, coherent and inclusive curriculum creates the highest quality of learning and teaching where children participate and engage in inspiring, fun, motivating and engaging creative experiences

### **Successes and Achievements**

High standards of achievement and attainment are recognised and celebrated



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## Our Refreshed Curriculum Rationale

Our refreshed curriculum rationale reflects the local authority commitment to Agile Learning. We prioritise authentic fulfilment of the four capacities: successful learners, confident individuals, responsible citizens and effective contributors and contexts for learning: opportunities for personal achievement, Interdisciplinary learning, ethos and life of the school as a community and curricular areas and subjects, with clear reference to 'Scotland's Curriculum - A Refreshed Narrative'. Our aspiration is to provide a dynamic and flexible curriculum which is fit for purpose in preparing all learners gain the knowledge, skills and attributes needed for life in the 21<sup>st</sup> century, to take their place in a modern multilingual society and economy by providing many opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on the core subjects: literacy, numeracy and health and wellbeing which permeate the curriculum.

We aspire to deliver excellence in learning, teaching and assessment by creating a curriculum which is designed to:

- nurture and encourage positive relationships across the learning community which are based on our core values
- focus on the needs of the learner
- actively engage our pupils in their own learning
- provide relevant and meaningful learning experiences
- include the 7 principles of: breadth, depth of learning, challenge and enjoyment, personalisation and choice, progression, coherence and relevance throughout the broad general education
- maximise learners potential, by providing them with appropriate pace, support and challenge
- create smooth progression through transitions and levels to ensure the opportunity of attainment and achievement at the highest level for all
- further develop a 'can do' attitude in all learners

We 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/>



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## Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan (maximum one side A4)

### a) Background

Windyknowe Primary School has a current roll of 440 pupils with 73 children in Early Learning Centre: 25 am places, 20 pm places and 28 attending 2 full days. There are 192 boys and 175 girls across the school. There are 44 boys and 29 girls in the Early Learning Centre. Session 22/23 had an average attendance of 92.59% across the school. We have a 15 class structure planned for next year. The Early Years expansion has been in place from August 2020 where full days, mornings or afternoons are offered for 50 weeks a year. Children join us in P1 from a number of other Early Learning Centres. Our secondary school is Armadale Academy. The Senior Leadership Team consists of a Head Teacher, Depute Head Teacher and Principal Teacher. For the past three years vision and values, pupil voice, curriculum design and quality of learning, teaching and assessment have been the core features of the school's improvement work. This session we have successfully achieved digital school's award and RRS accreditation gold level. Our children are happy, confident, caring and eager to learn. They have a strong voice and contribute enthusiastically to bringing about change in their school. As a result, children are making good progress. The Head Teacher creates the conditions for staff to build on their strengths and take forward the agenda for school improvement.

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

Our data shows that overall, attainment in literacy and numeracy is good. By the end of P7, almost all children attain the appropriate CfE levels in listening, talking and reading and writing. By the end of P1 and P4 most children achieve the appropriate curriculum for excellence level in listening, talking, reading and writing. There is particular scope to further improve the quality of children's writing, and overall literacy attainment, particularly across learning. Attainment in numeracy and mathematics is good. Attainment data shows that most children in P1, P4 and P7 are achieving in line with national expectations. With a consistent focus on numeracy through planned school improvement priorities children's understanding of number and number processes will continue to be developed. The Senior Leadership Team meets regularly with all practitioners to create robust systems which analyse progress and achievement in core subjects against the National Benchmarks. SNSA assessments are administered annually with pupils in P1, P4 and P7. The results from these assessments are used to support teacher professional judgement. Teachers create programmes of work for identified individuals where interventions and impact are measured. The health and wellbeing trackers are used systematically to show that almost all of our pupils feel Safe Healthy Active Nurtured Achieving Respected Responsible and Included. Through quality assurance activity participation and engagement of almost all pupils is very positive. Our ELC trackers highlight that most pre-school children are on track and most ante pre-school children are on track.

Our target groups will be for identified children who experience barriers in literacy and numeracy, as well as some identified children requiring support to maintain high levels of attendance and punctuality. Emphasis is placed on ensuring the Health and Wellbeing of our children is at the core of all learning. We invest hugely on restorative approaches to support children in developing skills of resilience and confidence. Approximately 2.94% of pupils in school have a diagnosis of Autism Spectrum Disorder (ASD). Here the barriers to learning are more complex however there is scope for improving the experience within a highly differentiated and tailored curriculum. 14.85% of pupils are in receipt of Free School Meals and 5% are in quintile 1. Additional pupil support workers will continue to be employed next session, using Pupil Equity Funding. The impact of this on identified children will be monitored and measured closely.

Individual targets for identified children will be set in consultation with parents and monitored on a regular basis. Pupil Support Workers (PSW) will be retained to provide focussed literacy and numeracy interventions particularly at P4 and P5, where the highest level of intervention is required. The Support for Learning teacher and (PSWs) will focus on small target groups of identified children who are in Quintile 1, are LAAC or have ASD. These targeted interventions will be focussed on improving the attainment in literacy and/or numeracy. This will involve support for learning work, targeted supports in partnership with class teachers and also additional supports such as life skills, social skills, self-esteem, co-operative learning and outdoor learning to help identified children to overcome barriers to learning and raise their aspirations for what they are able to achieve. We expect to see a sustained increase in pupil attainment. For ASD pupils we expect to see a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs. We expect to see an increase in parental engagement at all levels and in early speech and language and vocabulary development.



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Stage	Reading	Writing	Listening and Talking	Combined Literacy	Numeracy	Maths
P1	83.72%	83.72%	83.72%	81.40%	88.37%	93.02%
P2	85.42%	79.17%	87.50%	79.17%	87.50%	85.42%
P3	92.31%	90.38%	92.31%	88.46%	90.38%	90.38%
P4	81.67%	78.33%	88.33%	76.67%	88.33%	85.00%
P5	84.21%	75.44%	80.70%	75.44%	78.95%	78.95%
P6	96.36%	87.27%	98.18%	87.27%	92.73%	96.36%
P7	96.15%	92.31%	96.15%	92.31%	88.46%	88.46%



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## Windyknowe Primary School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Times cale	Measures of Success
<p><b>Improvement in all children and young people’s wellbeing:</b></p> <p><b>Systems and processes are in place to support attendance for all learners to increase opportunities for learner engagement and raise attainment for all.</b></p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>All learners will experience nurturing, inclusive, learning environments where there is a culture of shared high expectations and aspirations for 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	<p>An Agile approach will focus on the 4 capacities to support all learners</p> <ul style="list-style-type: none"> <li>Increased focus on attendance and late coming</li> <li>Continue with RRS journeys to embed UNCRC across all aspects of school life</li> <li>Focus on Mental health &amp; wellbeing applying Zones of Regulation within the primary context</li> </ul> <p><b>UNCRC and RRS</b>                      Continue to widen the range of articles that the whole school community are familiar with appropriate to children’s age and ability</p> <p>Continue to ensure that rights are explicitly linked to the curriculum</p> <p>Continue to develop an ethos of inclusion and non-discrimination providing opportunities to explore and celebrate diversity</p> <p>Continue to support children to develop and lead campaigns from a rights perspective</p> <p>Participate in UNICEF UK’s our right campaign</p> <p>As a gold rights respecting school develop ambassador role</p> <p>Class charters to be created with new classes and are visible and referred to daily</p> <p>Further enhance pupils’ understanding of their place in the world and their responsibilities through Rights Respecting Schools and UNCRC articles</p>	August 23 – June 24	<p>Regularly review and analyse data from your measures</p> <p>Attendance level will continue to improve evidenced through monthly attendance monitoring</p> <p>Regular audit of overall attendance</p> <p>Almost all children will report an increase in emotional literacy identified through learner conversations</p> <p>Through dialogue with class teachers and senior leadership children are all able to confidently talk about HWB QI’s and how they are feeling from return as time progresses</p> <p>Check ins with Senior Leadership Team help support parents / carers at the beginning and end of each day at gates and park. Incidents reported will be measured and action taken promptly to address</p>



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		<p>UNCRC articles to be included in long term plans</p> <p>Global goals to feature in long, medium and short term planning</p> <p><b>Outdoor Learning</b> Outdoor spaces are used more effectively to promote positive relationships and well-being</p> <p>Increase the quality and quantity of outdoor opportunities for children to participate in collaborative working</p> <p><b>Equality and Inclusion</b> Sfl and Continuum of Support profiles to be updated at the end of each term</p> <p>Health and Wellbeing check-ins will continue as per WLC guidance</p> <p>Assess and evaluate how effective mental, emotional, social and physical wellbeing interventions are and identify supports that are required</p> <p>Ensure individuals are supported through short term HWB interventions</p> <p><b>HWB Progression</b> Review and evaluate the impact of the Jigsaw resource in teaching HWB</p>	<p>Observations using the Leuvens scale/ Glasgow Motivational Tool will show increased learner engagement</p> <p>Senior Leadership Team are present and observing in playground at break and lunchtime to measure supports required for children who are struggling with relationship building</p> <p>HWB tracker will show an increase in learners displaying positive well-being as well as termly GIRFEC wheels and shine survey</p> <p>Almost all children will report an increase in emotional literacy identified through learner conversations</p> <p>Excellence and equity meetings will show progress over time and professional judgement will become more robust through continuous CLPL</p> <p>Focus groups of young people and the Health and Wellbeing trackers allow us to evaluate lessons on wellbeing leading to a</p>
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			<p><b>PE</b> Review Active Schools approaches to maintain the gold Active Schools Award</p> <p>Continue to ensure 2 hours of quality PE for all classes</p> <p>Roll out Bikeability across the school</p> <p>Continue to provide and extend choice of after school sports clubs</p> <p>Continue to link in with Active Schools to provide opportunities for clubs and festivals</p> <p>Further link in with Active Schools to enhance provision for sports clubs/activities in lower school</p>		90% reported understanding of wellbeing indicators
<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>Develop staff capacity to utilise formative and summative assessment approaches to evidence learner progress and increase pace of learning</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p> <p>Placing the human rights and needs of every child and young person at the centre of education</p>	<p>☒School and Improvement ELC</p> <p>☒School and Leadership ELC</p> <p>☒Teacher and Practitioner Professionalism</p> <p>☒Parental Engagement</p> <p>☒Curriculum and Assessment</p> <p>☒Performance Information</p>		<p><b>Assessment</b> <b>Assessment for Learning</b></p> <p>Refresh assessment strategy to include pupil voice</p> <p>Engagement and learning to enhance staff capacity</p> <p>Develop an AIFL toolkit</p> <p>Develop a cluster assessment framework</p> <p>Plan opportunities for cluster moderation across the BGE</p> <p>Almost all staff have a shared understanding of benchmarks across the BGE to ensure learners are provided with a wide range of opportunities and experiences</p> <p>Develop high quality assessments</p> <p>Explore innovative use of digital pedagogy</p>	August 23 – June 24	<p>A range of assessment tools will show an increase in attainment over time</p> <p>QI activity and Excellence and Equity meetings will evidence increase in staff capacity through more robust professional judgement</p> <p>Implementation of the toolkit will increase capacity in almost all staff in order to impact positively on pupil learning</p> <p>Learner conversations will demonstrate that almost all learners are able to describe their strengths and next steps</p> <p>WLC pilot</p>



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<p>Ensure systems and processes are in place to provide a broad general education which has HWB, Literacy and Numeracy at the centre</p>		<p>Develop curriculum rationale to include approaches to assessment</p> <p>SNSA's to be completed in P1, P4 and P7</p> <p>Assessments to continue to be bundled across the curriculum</p> <p>Continue tracking and monitoring during attainment meetings</p> <p>Opportunities for regular dialogue provided to assess pupil progress</p> <p>Continue to monitor SIMD 1 children</p> <p>Continue to provide challenge and support to all children</p> <p>Use benchmarking tools to focus on 'how much' and 'how well' learners are progressing and achieving</p> <p><b>Pupil Voice</b> Teaching staff to continue to involve children in IDL planning</p> <p>The school empowers children to have more of a say in the quality of the learning experiences and how to improve through the introduction of a new profiling approach</p> <p>Learner conversations to be implemented more consistently across the school to ensure learners are fully involved in the learning process</p> <p>Seek views of pupils and parents / carers on their experiences and learning opportunities, in line with the seven design principles</p>	<p>Quality Improvement procedures indicate that most lessons are good or above across all classes</p> <p>Tracking and Monitoring to continue in liaison with SLT</p> <p>Discussions with SfL teacher to continue where appropriate</p> <p>Attainment increases at all stages</p> <p>Implement consistent practices for assessment and moderation across all curricular areas</p> <p>Parents and pupils report that learning and teaching is a positive experience at home and in school through informal and formal dialogue</p>
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		<p><b>Feedback</b> Ensure consistent use of targets so that all learners able to articulate their next steps in learning.</p> <p>Ensure that all teachers provide high quality feedback, which enables pupils to identify their next steps in learning</p> <p><b>Policy and Practice</b> P4-7 to continue to take devices in from home to support learning and teaching in compliance with our code of conduct and digital policy.</p> <p>Continue to use learning boards for each lesson</p> <p>PSWs to provide targeted support to identified children using interventions such as IDL, Toe by Toe and Bal-A-Vis-X</p> <p>QA calendar reflects improvement priorities</p> <p>Children will be increasing their achievements through active participation in their local community</p> <p>Digital platforms used to support learning (teams and seesaw)</p> <p>Revise home learning policy and practice</p> <p>Continue to provide opportunities for teaching social skills</p> <p>As a cluster, further develop our BGE progressions across Literacy, Numeracy, Outdoor Learning and Science. Review breadth, balance and depth of our curriculum</p> <p>Embed programmes for learning within all curricular areas which ensure the principles and practices and entitlements of Curriculum for Excellence are integrated</p>	<p>Almost all staff surveys reflect an increase in confidence in delivering 1+2 languages in the classroom setting</p> <p>At least 90% of observed lessons are good or above across all subject areas</p> <p>Professional dialogue confirms positive impact of reviewed curriculum design</p>
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			<p>effectively, showing progression of skills, knowledge and understanding, from early to third level</p> <p>All teachers will use the Adapted Heinemann Planners to ensure smooth transition between stages</p> <p>Use technology to challenge more-able learners and support identified pupils</p> <p>All staff to familiarise themselves and implement all school policies</p> <p>Professional Reading around Assessment for Learning: Sharing Learning Outcomes, Promoting Assessment by Pupils, Asking Better Questions, Making Feedback Count, Differentiation pocketbook and Assessment and Learning pocketbook</p>		
<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>PEF plan statement and link</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<p>☑School and Improvement</p> <p>☑School and Leadership</p> <p>☑Teacher Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum Assessment</p> <p>☑Performance Information</p>	<p>ELC</p> <p>ELC</p> <p>and</p> <p>and</p>	<p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's <b>PEF Summary</b> 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:</i></p> <p><a href="https://windyknoweprimary.westlothian.org.uk/article/79183/Pupil-Equity">https://windyknoweprimary.westlothian.org.uk/article/79183/Pupil-Equity</a></p> <p><i>to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>	<p>August 23 – June 24</p>	<p>Documented in PEF Plan</p> <p>Ongoing tracking and monitoring identifies that CFE target levels are being achieved</p> <p>Target achieved in CfE levels supported by ongoing tracking</p> <p>Ongoing professional dialogue and monitoring systems show an increase in confidence after involvement in bespoke interventions</p> <p>Target achieved in attendance</p>



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<p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Through targeted interventions 85 % of our young people will achieve appropriate levels in literacy and numeracy by the end of P1, P4 and P7</p> <p>Increases and sustain attendance for young people to above 90%</p>		<p>All schools have a separate Pupil Equity Funding Plan to ensure that children and young people affected by poverty achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing.</p> <p>Develop quality assurance approaches through the implementation of a cluster based self-evaluation model which focuses on equity.</p> <p>Support families to help minimise poverty, the cycle of deprivation and promote equality with reference to the</p> <p>Review and refresh Poverty Proofing Statement – cost of the school day</p> <p>Analysis of data identifies gaps in learning and bespoke programmes addressing these gaps are implemented and evaluated</p> <p>Embed targeted interventions and evaluate the impact on engagement and attainment</p> <p>Practitioners continue to complete Support for Identified and IEP paperwork using GIRFEC toolkit and SMART target booklets</p> <p>Raising Attainment Teachers target specific groups to support them to achieve milestones</p> <p>Pupil Support Team to be directed to individual pupil with specific need</p> <p>SLT to continue to review and refresh overview of support</p>		<p>Measure individual pupil progress through Excellence and Equity meetings every term</p> <p>The quality of learning and teaching is continually evaluated and areas for improvement identified and acted upon</p> <p>Record impact of specific individual interventions</p> <p>Increase number of children at Level 1 on the continuum of support</p>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p>	<p>☑School and Improvement ELC</p> <p>☑School and Leadership ELC</p>	<p>Embed Social Enterprise approaches throughout the school</p> <p>Relationships and Values remain at the heart of core business</p>	<p>August 23 – June 24</p>	<p>QI activity</p>



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<p><b>Almost all learners develop skills for learning, life and work appropriate to their future pathway based on the career education standards</b></p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>All our children will be prepared for the world of work and have an understanding of the skills needed</p>	<p>☒Teacher Practitioner Professionalism</p> <p>☒Parental Engagement</p> <p>☒Curriculum Assessment</p> <p>☒Performance Information</p>	<p>and</p> <p>Further develop learning, teaching and assessment through STEAM and IDL</p> <p>Enhance the curriculum design with focus on skills progression</p> <p>and</p> <p>Enhance the curriculum so that it reflects the unique school community and enables progressive skills development for learning, life and work</p> <p>Implement the career education standard in all aspects of the curriculum</p> <p>Enhance the curriculum to support IDL across the BGE</p> <p>Develop a consistent curriculum and approach to the BGE to ensure progression and effective transitions</p> <p>Establish links with other appropriate organisations and businesses e.g. Skills Development Scotland, Scottish College for Educational Leadership, Generations Working Together and Children’s University</p> <p>Arrange programme of visits for primary pupils to visit local employers</p> <p>Build on pupil leadership at all levels</p>		<p>Learner conversations and learner profiles evidence that almost all learners can identify transferrable skills</p> <p>4 arenas of participation tracker data evidences that most learners have experienced opportunities for wider achievement</p> <p>Departmental and whole school surveys and focus groups highlight an increasing awareness and use of links between skills, subjects and future career pathways</p> <p>Almost all STEAM learning experiences (over 90%) are evaluated as good or above.</p> <p>Almost all pupils, through focus groups, feedback positively about their learning in STEAM</p> <p>Learners can demonstrate skills for learning, life and work and talk positively about their hopes for the future</p> <p>Through the curriculum meaningful links are made to the world of work which they are developing as a result of their learning in school and at home</p>
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