

Windyknowe Primary School SCHOOL IMPROVEMENT PLAN

2024 / 2025



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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



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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

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



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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

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 21st 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



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- 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/>

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

a) Background

Windyknowe Primary School has a current roll of 363 pupils. There are 188 boys and 175 girls across the school. Session 23/24 had an average attendance of 92.98% across the school. We have a 14 class structure planned for next year. The Early Learning Centre will re-open for session 24/25. 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 four 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. 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



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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 4.40% 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. 15.30% of pupils are in receipt of Free School Meals and 5.23% 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 where the highest level of intervention is required. The support 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.

| Stage | Reading | Writing | Listening and Talking | Combined Literacy | Numeracy | Maths |
|-------|---------|---------|-----------------------|-------------------|----------|--------|
| P1 | 90.38% | 88.46% | 92.31% | 88.46% | 90.38% | 88.46% |
| P2 | 83.72% | 83.72% | 88.37% | 81.40% | 88.37% | 93.02% |
| P3 | 84.44% | 82.22% | 84.44% | 80.00% | 88.89% | 88.89% |
| P4 | 96.15% | 92.31% | 96.15% | 92.31% | 92.31% | 92.31% |
| P5 | 88.33% | 85.00% | 90.00% | 80.00% | 93.33% | 91.67% |
| P6 | 87.72% | 82.46% | 85.96% | 80.70% | 80.70% | 80.70% |
| P7 | 98.21% | 91.07% | 96.43% | 91.07% | 92.86% | 96.43% |



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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 |
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| <p>Improvement in all children and young people’s wellbeing:</p> <p style="color: green;">Relentless focus across the cluster to support attendance for all learners to increase opportunities for learner</p> | <input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership | <p>UNCRC</p> <p>Pupils to take part in a campaign that impacts the wider community – eg. Global Goals, Road Safety (turning circle), litter picking (link to social enterprise)</p> | August 24 – June 25 | <p>Regularly review and analyse data from measures</p> <p>Attendance level will continue to improve evidenced through monthly attendance monitoring</p> |



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| <p>engagement and raise attainment for all.</p> <p>Systems and processes are being implemented to support all learners to increase opportunities for learner engagement and raise attainment for all.</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> | <ul style="list-style-type: none"> ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information | <p>SLT to continue to support parents/carers and children at the gates before and after school, regularly being visible and always approachable</p> <p>Continue to display/make reference to Rights on learning boards, during assemblies and within group meetings e.g pupil council, parent council, reading influencers</p> <p>Class charters to be created with new classes and referred to regularly</p> <p>PE</p> <p>Continue to ensure all pupils have 2 hours of quality PE</p> <p>Roll out Bikeability across the school</p> <p>Continue to provide a variety of sports after school clubs</p> <p>Make use of strong link with Active Schools to provide inclusive sports opportunities for all pupils</p> <p>Current planners to be evaluated and reviewed to ensure robust curriculum including better movers and thinkers and in line with cluster approach</p> <p>CLPL sessions to be delivered to develop staff capacity around consistency and pedagogy in PE</p> <p>Clear learning, teaching and assessment approaches for PE to be used across all classes</p> <p>Inclusion and ASN</p> <p>Review and refresh ASN policy and embed this in practice</p> <p>All staff to use agreed ASN strategies across the school including Zones of Regulation, visuals and timetables</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 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> <p>Pupils can talk about PE skills with confidence</p> <p>Support for pupils from external agencies with be identified and applied for and impact measured</p> <p>Senior Leadership Team are present and observing in playground at break and</p> |
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| | | <p>Further CLPL to be offered to staff on ASN strategies including Zones of Regulation</p> <p>All staff to take responsibility for the inclusion of all pupils in our school</p> <p>Assemblies for pupils to inform them of inclusion and some ASN identifications</p> <p>Assessment of well-being forms to be implemented in place of Continuum of Support Profiles</p> <p>Health and Well-Being check-ins to continue as per WLC guidance</p> <p>Ensure health and well-being needs of individual pupils are met through short term interventions</p> <p>Continue to build strong relationships with parents/carers through a range of methods such as meetings, phone calls and home-link diaries</p> <p>Access support for identified pupils from WLC agencies such as Dyslexia Base and Literacy Outreach</p> <p>IEP and CPM meetings to continue on a regular basis to ensure consistent meetings for parents/carers and other agencies</p> <p>Continue to engage with parents where poor attendance is a concern to support pupils in consistently attending school</p> | | <p>lunchtime to measure supports required for children who are struggling with relationship building</p> <p>Termly HWB tracker will show an increase in learners displaying positive well-being</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>Regular meetings with parents/carers and outside agencies ensure pupils needs are met</p> |
| <p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Develop staff capacity to utilise formative and summative</p> | <p>☒School and ELC Improvement</p> <p>☒School and ELC Leadership</p> | <p>Teaching and Learning</p> <p>SNSA's to be completed in P1, P4 and P7</p> <p>Continue tracking and monitoring during excellence and equity meetings</p> | <p>August 24 – June 25</p> | <p>A range of assessment tools will show an increase in attainment over time</p> |



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| <p>assessment approaches to evidence learner progress and increase pace of learning</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <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>☒Teacher Practitioner Professionalism</p> <p>☒Parental Engagement</p> <p>☒Curriculum Assessment</p> <p>☒Performance Information</p> <p>and</p> <p>and</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 for all children</p> <p>Learning boards to be used for planning, teaching and delivering all lessons</p> <p>PSW's to provide targeted support to identified pupils using interventions such as Literacy and Numeracy box, IDL, Toe by Toe, Bal-a-vis-X, Language land and Number Blocks</p> <p>QA calendar reflects improvement priorities</p> <p>Digitech crew to continue in supporting classes use of digital technologies</p> <p>Thinking classroom strategies to implemented in all classes to increase engagement</p> <p>Continue to engage with wider celebrations such as World Book Day, Scottish Book Week, Scotland loves Languages</p> <p>Assessment</p> <p>Make use of the cluster assessment framework</p> <p>Enhanced QA procedures around impact of assessment professional learning</p> <p>Continue to embed new profiling systems in P4 – P7 and how these are shared with parents</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>Tracking and Monitoring to continue in liaison with SLT</p> <p>Learning support to continue through small, targeted interventions</p> <p>Attainment increases at all stages</p> <p>Implement consistent practices for assessment and moderation across all curricular areas</p> <p>Pupils are confident in reflecting on their learning and sharing this via the profiling system</p> |
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| | | <p>Continue to use Seesaw to regularly inform parents of teaching and learning in ELC – P3</p> <p>Feedback provided by staff is of a high quality, whether oral, written or digital ensuring all pupils are aware of their next steps</p> <p>Develop shared understanding of Building Thinking Classrooms/Visible Learning to improve learner engagement</p> <p>Lesson Study Model (First level cluster, Early and Second level in school)</p> <p>Parental Involvement and Engagement</p> <p>Parents to be invited to P1 – P3 literacy and numeracy workshops and information to be shared widely</p> <p>Parents to be invited in to school to take part in and celebrate pupil learning and achievements with open morning/afternoons held across the year</p> <p>Parents to be invited in for Bookbug Bag sharing – ELC – P3</p> <p>Coffee Mornings to continue termly</p> <p>Sharing of learning after class assemblies with parents</p> <p>Pupil Voice</p> <p>Pupil council to be established with a focus on inclusion and well-being</p> <p>Learner conversations to be implemented more consistently across the school to ensure learners are fully involved in the learning process</p> | <p>Profile systems are shared with parents</p> <p>Cluster assessment framework is consistently used to provide robust evidence</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> <p>Parents evidence that they feel far more involved in their children's learning</p> <p>Parent numbers attending school events including open mornings/afternoons will increase over time</p> <p>Pupils feel listened to and opinions and suggestions are acted upon</p> |
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| <p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>PEF plan statement and link (Placing the human rights and needs of every child and young person at the centre of education)</p> <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>☒School and Improvement ELC</p> <p>☒School and Leadership ELC</p> <p>☒Teacher Practitioner Professionalism and</p> <p>☒Parental Engagement and</p> <p>☒Curriculum Assessment and</p> <p>☒Performance Information</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 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:</i> https://windyknoweprimary.westlothian.org.uk/article/79183/Pupil-Equity <i>to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></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>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>August 24 – June 25</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> <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> |



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| | | | Practitioners to complete Assessment of Wellbeing and IEP paperwork using GIRFEC toolkit and SMART target booklets Pupil Support Team to be directed to individual pupils with specific need SLT to continue to review and refresh overview of support | | Paperwork now supports referral applications and more children gain access to wider support |
| <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Almost all learners develop skills for learning, life and work appropriate to their future pathway based on the career education standards</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> | <input checked="" type="checkbox"/> School and Improvement ELC <input checked="" type="checkbox"/> School and Leadership ELC <input checked="" type="checkbox"/> Teacher Practitioner Professionalism and <input checked="" type="checkbox"/> Parental Engagement and <input checked="" type="checkbox"/> Curriculum Assessment and <input checked="" type="checkbox"/> Performance Information | <p>DYW</p> <p>Continue to link with partners and highlight a variety of careers to pupils, challenging gender stereotypes</p> <p>Continue with Social Enterprise approaches throughout the school</p> <p>Relationships and Values remain at the heart of core business</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>Consistent approaches to high quality learner conversation/coaching discussions</p> <p>Consistent approaches to profiling across 4 Contexts for Learning, 4 Capacities, Meta Skills, Skills for Learning, Life and Work, UNCRC</p> <p>Continue to implement meta-skills across the curriculum</p> | <p>August 24 – June 25</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>Learners are able to confidently refer to meta-skills and link these to their learning and achievements</p> <p>Pupils report knowledge and understanding of a wider variety of jobs</p> <p>Parents/carer engagement improves through sharing of careers</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</p> | |



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| | | <p>Empower children with the knowledge to discuss meta-skills</p> <p>Teachers to make use of the meta-skills progression framework when planning and delivering lessons</p> <p>Increased opportunities for parent/carer partnerships</p> <p>Increased opportunities for staff leadership through cluster working parties</p> <p>IDL</p> <p>All pupils included in IDL planning regularly and pupil voice is evidenced on IDL walls</p> <p>Outdoor Learning</p> <p>All classes to increase the regularity of outdoor learning experiences for learners</p> <p>Training opportunities for teachers to support delivery of high quality outdoor learning</p> <p>Outdoor learning policy to be created and shared in conjunction with all stake holders</p> <p>Outdoor spaces to be used more effectively for teaching and learning</p> <p>Review and organisation of resources for outdoor learning</p> | <p>developing as a result of their learning in school and at home</p> <p>Pupils report greater involvement in planning their learning and can discuss their learning with confidence</p> <p>Pupils and teachers report a higher number of outdoor learning experiences</p> <p>Outdoor experiences delivered are of a high quality</p> <p>Staff report that outdoor learning training opportunities have further equipped them to deliver high quality learning experiences</p> |
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| | | | | The policy supports teaching and learning outdoors |
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