

**DECHMONT INFANT 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](https://www.westlothian.gov.uk/media/29938/Raising-Attainment-Strategy-201819-to-202223/pdf/Raising_Attainment_Strategy.pdf))

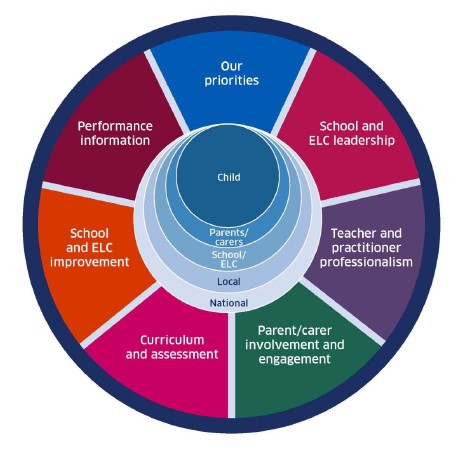
*Transforming Your Council*

[Corporate Plan](https://www.westlothian.gov.uk/media/19488/Corporate-Plan-2018-2023/pdf/Corporate_Plan_2018_to_2023.pdf)

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

# Our School Vision **Reviewed January 2021**

A strong community to grow and learn together

Our Values

Be determined

Be kind

Be respectful

Our School Aims

At Dechmont we aim to:

Keep ourselves and others **safe** in a safe environment for learning.

Keep ourselves **healthy** so that our brains and bodies are ready to learn.

Never stop trying to **achieve** our best.

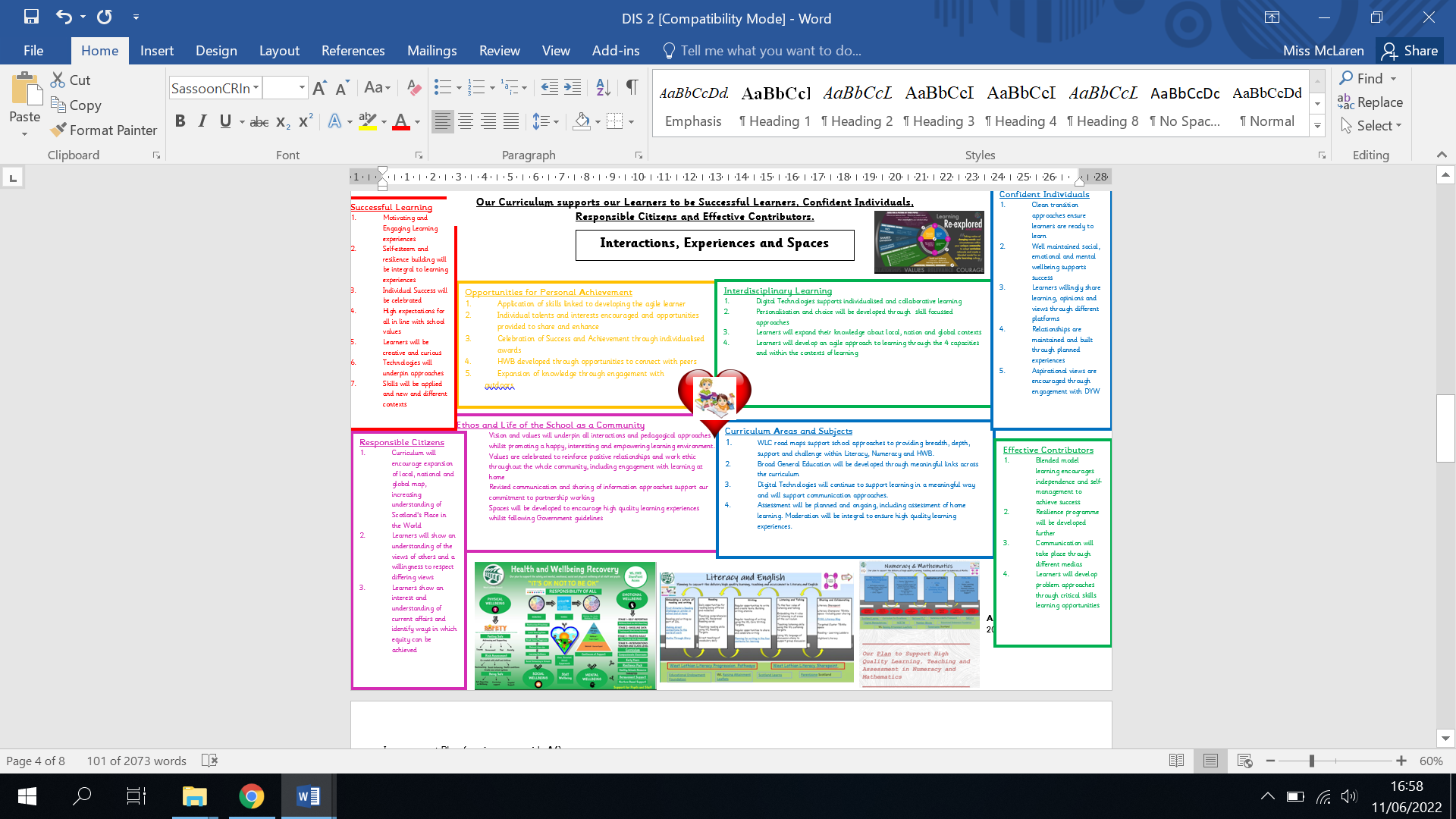
Make sure that everyone feels welcome, secure and valued in a **nurturing** environment.

Keep **active** through our play and learning.

Be **responsible** for our own actions and learning.

**Respect** each other’s property, opinions and beliefs.

Ensure that everybody is **included**, matters and succeeds.



Review: June 2024

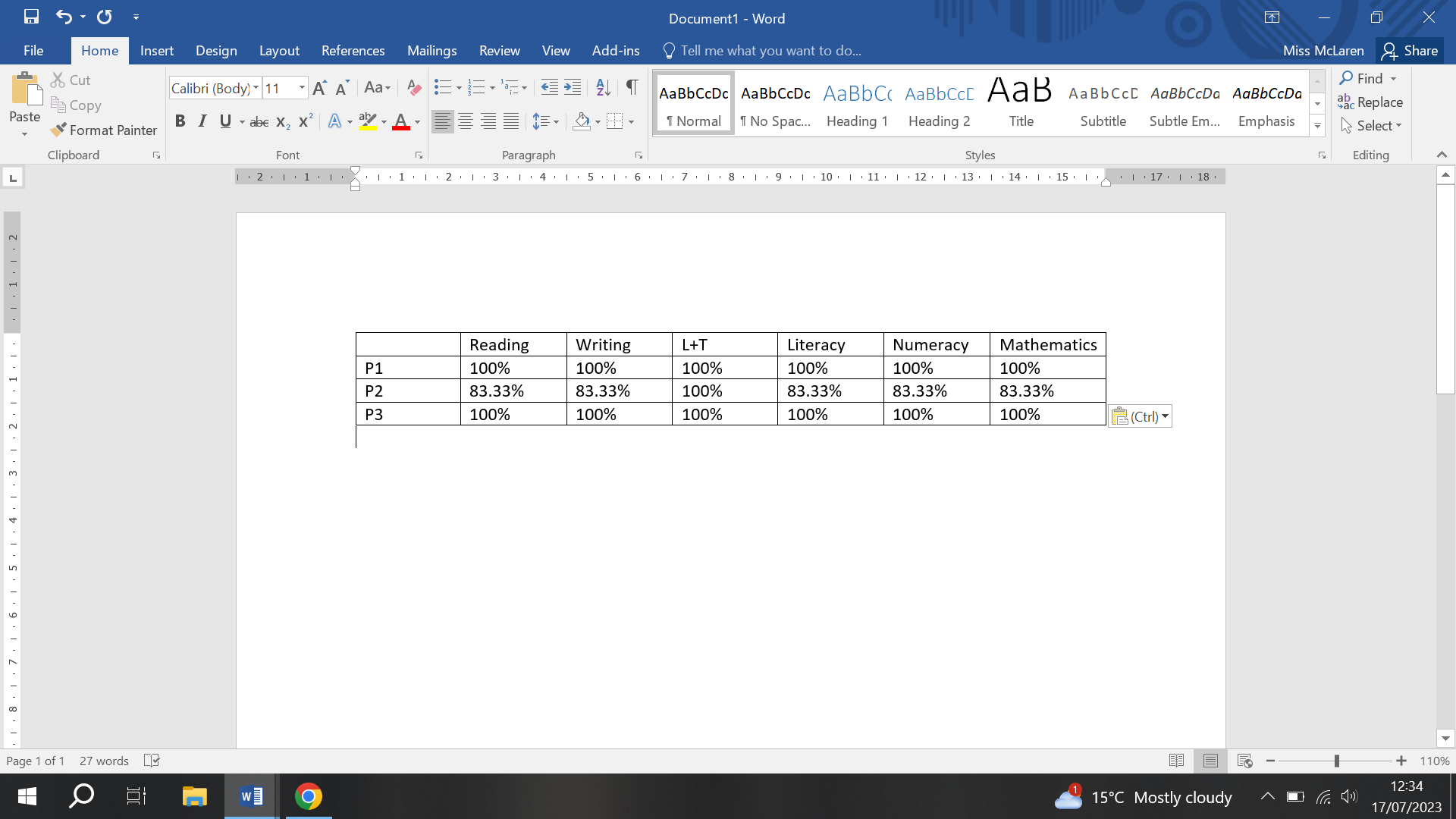
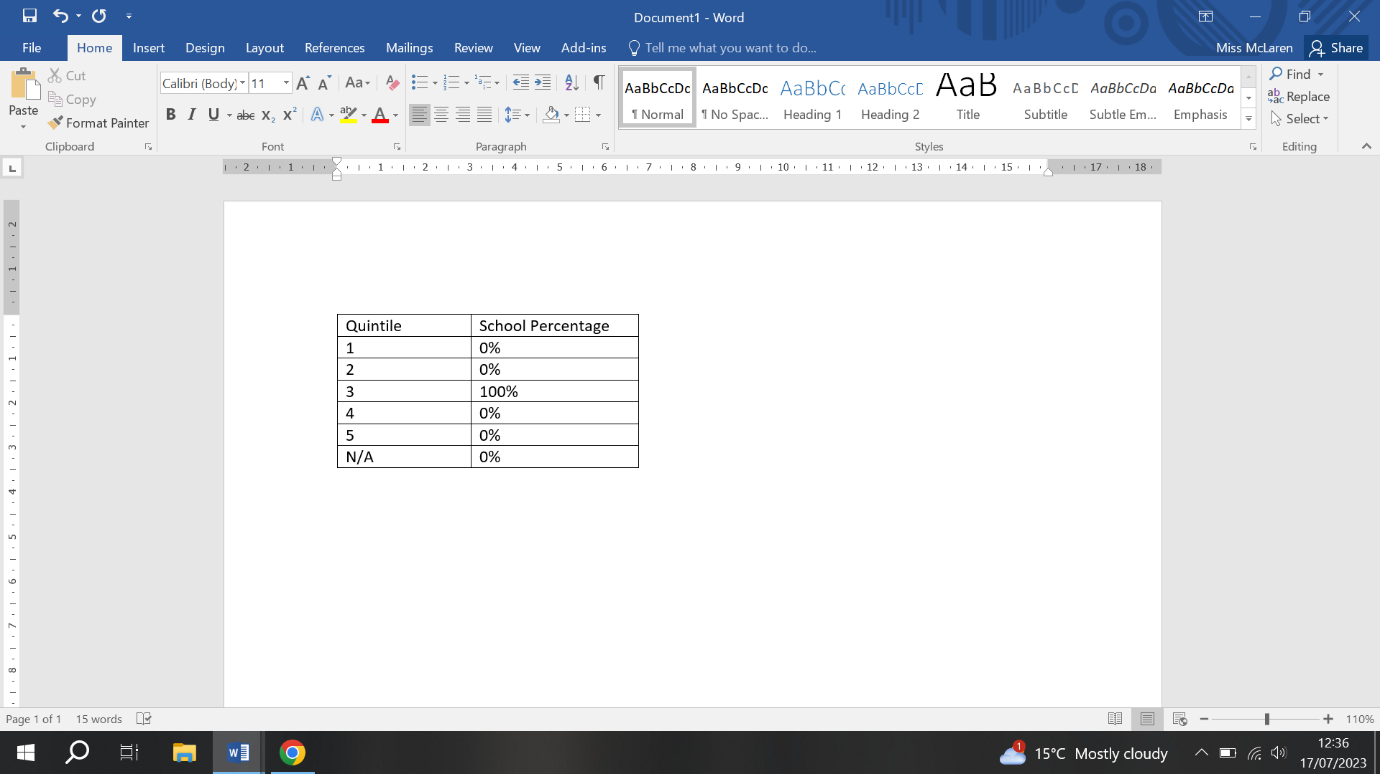
**Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan (maximum one side A4)**

1. **Background - The context for the learners in your school**

Dechmont Infant School is a non-denominational school serving the community of Dechmont. The school has 1 primary class with children from P1 – P3. The school roll is 10. The teaching staff includes a shared leadership team of a Head Teacher (HT), a Depute Head Teacher (DHT), a Principal Teacher (PT) and a 0.5 Acting Principal Teacher (APT). The school has 1 teacher who teaches Primary 1 to 3. Two further part time Pupil Support Workers are employed to support learners in the Primary 1 to 3 classroom. Reduced class contact teachers offer high quality learning and teaching through Music and STEM opportunities. The school benefits from a skilled support and administrative team, who provide good support for learning and teaching. The staff team continue to engage with the whole school community to ensure the best possible outcomes for all learners. The school benefits from a supportive and very proactive Parent Body.

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

**CfE -** Overall, Gender, Diversity and Inclusion (Vulnerable pupils), C of S, Challenge

 Our data shows that overall, attainment in literacy is very good. By the end of P1 and P3 almost all attain the appropriate CfE levels in Literacy and Numeracy. By the end of P2 most children achieve the appropriate curriculum for excellence level in reading and writing with all children across the school achieving the appropriate level in Literacy and Numeracy. There is particular scope to further improve the quality of children’s overall literacy attainment, particularly across learning. Attainment in numeracy and mathematics is very good. Attainment data shows that almost all children in P1 and P3 are achieving in line with national expectations with most by the end of P2. A consistent focus on beyond number will support Teacher Professional Judgement ensuring accuracy and progression within the Beyond Number Progression Pathways. 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. The results from these assessments are used to support teacher professional judgement. Staff create programmes of work for identified individuals where interventions and impact are measured. 100% of learners are in Quintile 3. Primary 1 – there is 1 pupil (female); Primary 2 (6 pupils; 3 females and 3 males) – girls outperform boys; Primary 3 (3 pupils; 1 girl; 2 boys) – males and females perform equally.

**Early Years Trackers**

Not applicable

**Wellbeing –** Self Reporting analysis

Wellbeing continues to be a priority for our learners. All learners in P1 and P3 report as feeling safe, healthy, achieving, nurtured, active, responsible, respected and included. In Primary 2 All children report as feeling healthy, achieving, nurtured, active, responsible and included, with most reporting they feel safe and respected. All children can identify a trusted adult.

**Engagement –** Tracking data, Digital Connectivity, Participation

Engagement with data supports our approaches to identifying barriers and deploying interventions appropriately to support learners in progressing within and across levels. Increased opportunities to support digital competencies with access to resources is central to support learner participation. Self-Evaluation demonstrates the requirement for all learners to have the opportunity to lunch time/after school clubs; these are being planned for with staff and our partners. Further staff engagement with 3-18 participation approaches will support engagement and participation across the school.

**What are our improvement priorities? -** Our data demonstrates listening and talking requires to be a priority in order to ensure accurate attainment date through accurate assessment of the progression of L+T skills. Our self-evaluation and quality improvement procedures identified the need for greater ownership of learning by learners, therefore a focus on skill development and creativity is required through a project based learning approach. In light of the current climate and changing lens, a continued focus on digital technologies, and UNCRC is central to the school’s improvement journey. Literacy and Numeracy continue to be a focus for PEF interventions in line with data. Learners require support from staff through trauma informed practice approaches where there will be additional input through the training and deployment of Pupil Support Workers to support approaches within a whole school and targeted nurturing approach.

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| **Dechmont Infant 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** | **Timescale** | **Measures of Success** |
| **Improvement in all children and young people’s wellbeing:**   * All learners will experience a nurturing inclusive learning environment where there is a culture of shared high expectations and aspirations for all. The application of Trauma Informed Practice will be applied and evaluated to ascertain supports, which require to be placed to reduce barriers. * All learners to increase understanding of their rights with the school gaining the Rights Respecting Schools Silver Award.   (**Placing the human rights and needs of every child and young person at the centre of education)** | ☒School and ELC Improvement.  ☒School and ELC Leadership  ☒Teacher and Practitioner Professionalism  ☒Parental Engagement  ☒Curriculum and Assessment  ☒Performance Information | Universal:   * High quality professional learning to enhance staff understanding of Trauma Informed Practice. * Use of Trauma Informed Practice approaches to support whole school nurturing approaches and to ensure all learners experiences reduce barriers to being ready to learn.   Targeted:   * Learners will be supported individually and in small groups through targeted support with Nurture approaches.   Universal:   * Whole school Rights Respecting Schools Steering Group. * Whole school family events based on UNCRC planned and implemented * Develop and implement the silver award action plan led by RRS Lead Learners, whilst attending and providing high quality professional learning. * UNCRC Rights evident through the whole school community, including the use of language, in policies and through observations.   Targeted:   * By engaging with UNCRC positive relationships approaches demonstrate the rights of the child in action with UNCRC Rights of a Child language being used through restorative conversations. |  | How will you baseline where you are in order to measure next steps and impact?  Regularly review and analyse data from your measures.  Self-reporting reflects almost all learners feel safe, achieving, respected, nurtured and included.  Learning Conversations demonstrate a greater understanding of wellbeing strategies to support wellbeing.  Observations demonstrates a reduction in barriers with almost all learners demonstrating their ability to be ready to learn.  Learner Conversations indicate a greater understanding and use of the Rights of The Child in daily practice and a greater reflection of learners’ understanding of their rights.  UNCRC Rights Respecting Schools Action Plan demonstrates progress through the use of RAG to identify areas for improvement and to support self-evaluation.  Parent ethos surveys indicate 90% of learners and families have an understanding of the rights (baseline 54%)  Family Engagement events and evaluations demonstrate the whole school community have a greater understanding of the Rights of the Child.  Observations demonstrate a consistent approach to restorative conversations with an increased use of discussion of the rights of the child. |
| **Raising attainment for all, particularly in literacy and numeracy(universal):**   * All learners receive regular, well planned learning in Listening and Talking with a commitment to providing appropriate progression in learning. * All learners receive regular, well planned learning in Mathematics (Beyond Number) with a commitment to providing appropriate progression in learning through the consistent use of the WL Progression Pathways.   (**Placing the human rights and needs of every child and young person at the centre of education)** | ☒School and ELC Improvement  ☒School and ELC Leadership  ☒Teacher and Practitioner Professionalism  ☒Parental Engagement  ☒Curriculum and Assessment  ☒Performance Information | Universal:   * CLPL is developed based on staff audit in order to increase staff confidence in delivering high quality learning and teaching in Listening and Talking with a focus on skill development, based in the connectivity between the 3 individual Literacy components. * Develop and implement the action plan led by Literacy Lead Learners supported by WLC Pedagogy Officer, which involves robust cluster moderation programme * Cross sector working with a focus on L+T and debating to support transition from DIS to KPS * Develop whole school approaches to the use of PM Oracy * Exploration and embedding of Digital technologies to enhance and enrich learning experiences   Targeted:   * Use data to identify learners with barriers in Listening and Talking. After baseline assessment, bespoke programmes with intensive interventions. Focus on Primary 3 children initially   Universal:   * CLPL is developed based on staff audit in order to increase staff confidence in delivering high quality learning and teaching in Beyond Number with a focus on skill development, based in the WL Progression Pathways * Develop and implement the action plan led by Numeracy Lead Learners supported * Cross sector working with a focus on Mathematics to support transition from DIS to KPS, especially through a STEM lens * Develop whole school approaches to the use of WL Beyond Number Progression Pathways to ensure clear progression for all learners * Exploration and embedding of Digital technologies to enhance and enrich learning experiences   Targeted:   * Use data to identify learners with barriers in Mathematics. After baseline assessment with bespoke programmes with intensive interventions. Focus on Primary 3 initially. |  | How will you baseline where you are in order to measure next steps and impact?  Regularly review and analyse data from your measures.  Classroom observations and peer learning walks indicate that most L+T lessons are progressive and skill focused (Baseline: Majority).  Learning Conversations indicate a greater understanding of quality learning and rich tasks in L+T.  Almost all staff surveys, Teacher Professional Judgement data and planning reflect an increase in confidence in delivering L+T in the classroom setting (Baseline: Majority), through consistent approaches to high expectations for learning and teaching in L+T  Assessment data demonstrates progression through L+T Skills with almost all learners demonstrating progress using PM Oracy and WL placemats.  Interventions baseline assessment demonstrates almost all have a positive impact on learners attainment    Classroom observations and peer learning walks indicate that most Beyond Number lessons are progressive and skill focused (Baseline: Majority).  Learning Conversations indicate a greater understanding of quality learning and rich tasks in Beyond Number  Almost all staff surveys, Teacher Professional Judgement data and planning reflect an increase in confidence in delivering Beyond Number in the classroom setting (Baseline: Majority), through consistent approaches to high expectations for learning and teaching in Beyond Number  Assessment data demonstrates progression through Beyond Number Skills with almost all learners demonstrating progress using WL Progression Pathways  Interventions baseline assessment demonstrates almost all have a positive impact on learners attainment |
| **Improvement in employability skills and sustained, positive school leaver destinations for all young people:**   * To increase pupil voice, leadership and engagement through a project based learning approach.   (**Placing the human rights and needs of every child and young person at the centre of education)** | ☒School and ELC Improvement  ☒School and ELC Leadership  ☒Teacher and Practitioner Professionalism  ☒Parental Engagement  ☒Curriculum and Assessment  ☒Performance Information | Universal:   * High quality CLPL as a cluster to ensure collegiality * Develop an understanding of project based learning and the pedagogical protocols * Develop learner leadership by supporting children/young people to apply the relevant skills linked the world of work, including independence * Use prepare, sprint review model to support staff to develop confidence in implementing and evaluating curriculum development within the BGE * Implement and Evaluate creative and flexible approaches to learning and teaching   Targeted:   * Develop approaches to ensure the accessible of the curriculum for all i.e. use of digital tools, scaffolded approaches |  | How will you baseline where you are in order to measure next steps and impact?  Regularly review and analyse data from your measures.  Self-evaluation, classroom observations, peer learning walks and learner conversations reflect almost all learners are engaged in their learning (baseline: most)  Learner voice evident in planning  Classroom observations demonstrate learners are leading their learning experiences  Learner conservations demonstrate an increase of learners understanding of their involvement in curriculum  Staff confidence levels in implementing project based learning pedagogy are increased by 2 on a scale of 10. |