

# Eastertoun Primary SCHOOL IMPROVEMENT PLAN

2023 / 2024



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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? 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

Our vision is to promote a whole-school community ethos to ensure that all learners are given the opportunity to learn, achieve, develop and flourish in a safe and nurturing environment. #EveryoneTogetherAtEastertoun

## Values

Our school values are exemplified through our Values Teddies, which were created in consultation with our learning community and designed by our learners:



**Kindness**

**Cleo** - Care and love each other



**Teamwork**

**Rhea**- Responsibility and helping each other



**Focus**

**Bill** - Be Inspired, Love Learning



**Resilience**

**Tobie** - Try our best in everything

## Aims:

Our Aims are shared through our school and class charters

<b><i>We want the children at Eastertoun to be:</i></b>		
<b><i>Safe – UNCRC Articles 19 and 27</i></b>	<b><i>Ready – UNCRC Articles 24 and 28</i></b>	<b><i>Respectful – UNCRC Articles 12 and 29</i></b>
<i>Feel safe, secure, valued and nurtured</i>	<i>Be ready to learn</i>	<i>Show respect and care for themselves, others and the environment</i>
	<i>Be curious and open to agile learning opportunities in school, outdoors and beyond school</i>	
	<i>Develop a variety of skills to meet the demands of learning, life and work</i>	



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# Curriculum Rationale

<https://sway.office.com/rgTwoAZMiOZscpXy?ref=Link>



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/>



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## Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

### Background- The context for the learners in our school

- Eastertoun Primary School and Nursey is a non-denominational primary school and Nursery class in the East of Armadale.
- The school has 11 classes this session and the Nursery offers a range on morning, afternoon and full day places. We currently have 263 pupils in the school and 56 in the Nursery and availability for up to 32 pupils in each Nursery session.
- Eastertoun ranks 36 out of 68 in SIMD ranking with 5% of our pupils in Quintile 1, 42% of our pupils in Quintile 2, 14% in Quintile 3, 36% in Quintile 4, and 1% in Quintile 5
- Eastertoun has a permanent Senior Leadership Team; with a Head Teacher, Depute Head Teacher and Principal Teacher. The staff team comprises of class teachers, Support for Learning teachers, Specialist teachers for Music, Art and Outdoor Learning, an Early Years Officer, Nursery Nurses and Pupil Support Workers across both the School and Nursery.
- This session we are also benefitting from 3 additional pupil support workers in literacy, numeracy and maths to support the improvement agenda.
- We are supported by a full time admin and a part time clerical.
- Our learning spaces this session allow us to provide 3 nurture spaces
- Eastertoun Primary works collaboratively with cluster schools in the Armadale Academy cluster and shares improvement priorities
- Eastertoun Primary and Nursery benefit from our established partnership with the Parent Staff Council (PSC)

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

#### Curriculum for Excellence - Achievement of a Level

2022 -2023	Reading	Writing	Listening and Talking	Overall Literacy	Numeracy	Maths
Primary 1	86%	83%	81%	76%	86%	95%
Primary 4	89%	68%	89%	68%	76%	76%
Primary 7	79%	79%	84%	76%	89%	89%

#### Q1 data – Achievement of a Level

2022-2023 Q1 16 pupils across P1-P7	*	1	2	3
Lit	0%	57%	36%	7%
Num	0%	57%	36%	7%

#### Continuum of Support

2022-2023	Level 1	Level 2	Level 3	Level 4
	87%	9%	4%	0%

#### Gender differences- % females to males achieving a level

2022-2023	P1	P2	P3	P4	P5	P6	P7
Literacy	92% 56%	80% 69%	86% 75%	84% 53%	80% 86%	88% 61%	94% 60%
Numeracy	94% 85%	93% 85%	93% 95%	79% 74%	80% 73%	80% 72%	94% 85%

#### Attendance

2022 - 2023	WLC	Eastertoun
	92%	92%

#### Free School Meal Uptake

2022-2023	Uptake P4-7
	13%

#### Pupil Equity Funding

2022-2023	Allocation
	£46,550

#### Wellbeing – Pupil Self Reporting analysis

2022-2023	Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included
% of green returns P1-P7	93%	95%	93%	95%	93%	94%	94%	91%



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Eastertoun Primary - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Time scale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Systems and processes are in place to support attendance for 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>	<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"> <li>Increased focus on attendance and late coming for all learners</li> <li>Continue with Rights Respecting School journey to Gold, as we embed UNCRC across all aspects of school life</li> <li>Focus on Mental health &amp; Wellbeing for learners, their families and staff</li> <li>Applying Zones of Regulation within the primary context to support all learners</li> </ul>	<p>June 24</p> <p>June 24</p> <p>April 24</p> <p>Dec 24</p>	<ul style="list-style-type: none"> <li>Audit of overall attendance</li> <li>Attendance level will continue to improve, evidenced through monthly attendance monitoring</li> <li>Observations using the Leuven's scale/ Glasgow Motivational Tool will show increased learner engagement</li> <li>HWB tracker will show an increase in learners displaying positive wellbeing as well as termly GIRFEC wheels and Shine Survey</li> <li>Almost all children will report an increase in emotional literacy identified through learner conversations</li> </ul>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Develop staff capacity to utilise formative and summative 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>	<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"> <li>Refresh assessment strategy to include pupil voice</li> <li>Engagement and learning to enhance staff capacity</li> <li>Develop an AIFL toolkit</li> <li>Develop a cluster assessment framework</li> <li>Plan opportunities for cluster moderation across the BGE</li> <li>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</li> <li>Develop high quality assessments</li> <li>Explore innovative use of digital pedagogy</li> <li>Develop curriculum rationale to include approaches to assessment</li> <li>Explore ways to remove barriers to writing</li> </ul>	<p>June 24</p>	<ul style="list-style-type: none"> <li>A range of assessment tools will show an increase in attainment over time</li> <li>QI activity and Excellence and Equity meetings will evidence increase in staff capacity through more robust professional judgement</li> <li>Excellence and equity meetings will show progress over time and professional judgement will become more robust through continuous CLPL</li> <li>Implementation of the toolkit will increase capacity in almost all staff in order to impact positively on pupil learning</li> <li>Learner conversations will demonstrate that almost all learners are able to describe their strengths and next steps</li> <li>WLC pilot data</li> <li>Increase in writing attainment</li> </ul>



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<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p>	<p>☒School and ELC Improvement</p> <p>☒School and ELC Leadership</p> <p>☒Teacher and Practitioner Professionalism</p> <p>☒Parental Engagement</p> <p>☒Curriculum and Assessment</p> <p>☒Performance Information</p>	<p>‘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. Please follow this link <a href="https://sway.office.com/VGQCtAjnexOxeR5l?ref=Link">https://sway.office.com/VGQCtAjnexOxeR5l?ref=Link</a> to view our PEF Summary and find out more about our use of Pupil Equity Funding.’</p>	<p>May 24</p>	<p>Documented in PEF Plan</p>
<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>☒School and ELC Improvement</p> <p>☒School and ELC Leadership</p> <p>☒Teacher and Practitioner Professionalism</p> <p>☒Parental Engagement</p> <p>☒Curriculum and Assessment</p> <p>☒Performance Information</p>	<ul style="list-style-type: none"> <li>• Further develop learning, teaching and assessment through STEM and IDL</li> <li>• Enhance the curriculum design with focus on SKILLS progression</li> <li>• UNCRC Toolkit – section 4. Links to the Curriculum – as we develop IDL with all stakeholders</li> <li>• Developing pupil voice throughout all aspects of school life</li> </ul>	<p>June 24</p> <p>Dec 24</p> <p>Dec 23</p> <p>Feb 24</p>	<ul style="list-style-type: none"> <li>• QI activity</li> <li>• Learner conversations and learner profiles evidence that almost all learners can identify transferrable skills</li> <li>• 4 arenas of participation tracker data evidences that most learners have experienced opportunities for wider achievement</li> </ul>



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