

SEAFIELD PRIMARY SCHOOL IMPROVEMENT PLAN

2023 / 2024



Courage

Relationships

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? 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



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Vision, Values and Aims

Our vision for Seafield PS is:

Working together to nurture and inspire our whole school community to be the best we can be.

Our Values are:

Be Ambitious

Be Kind

Be Respectful

Be Resilient

Be Responsible

ATTAINMENT AND ACHIEVEMENT

To raise standards of educational attainment for all in school, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results.

FRAMEWORK FOR LEARNING

To support and develop the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

INCLUSION AND EQUALITY

To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.

VALUES AND CITIZENSHIP

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society, and to teach them the duties and responsibilities of citizenship in a democratic society.

LEARNING FOR LIFE

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society, and to encourage creativity and ambition.



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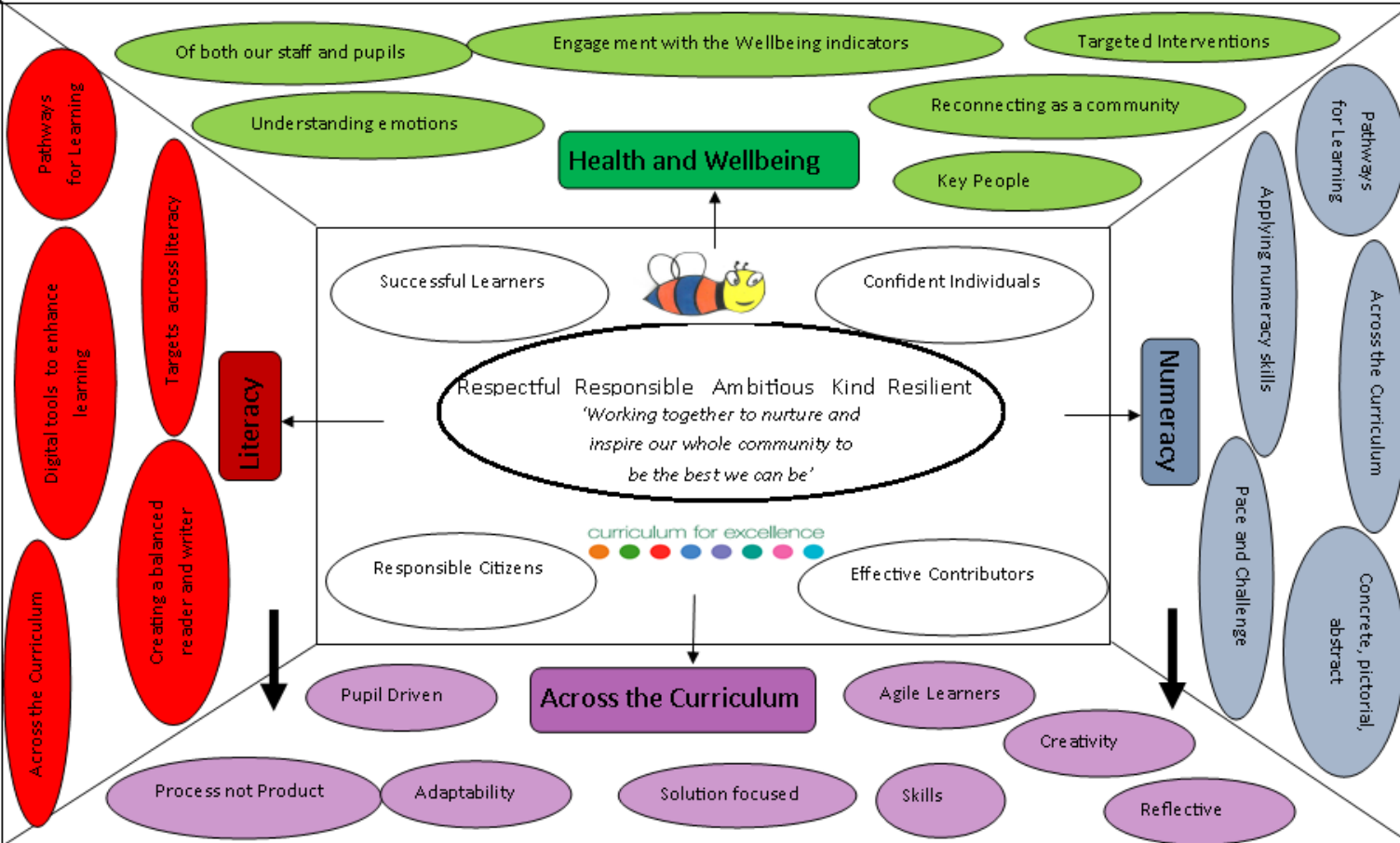
Learning Re-explored- A Curriculum Rationale for Seafield Primary School



7 principles for Learning

*Challenge *Breadth *Challenge and Enjoyment *Personalisation and Choice *Progression *Depth *Coherence *Relevance

Preparing our children for unpredictable future by developing skills for learning, life and work



VALUES
RELATIONSHIPS
RELEVANCE
COURAGE

4 Contexts for Learning - *Life and Ethos of the School *Interdisciplinary Learning *Curriculum Areas *Personal Achievement

*To be reviewed session 23/24



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Learning across the four contexts at Seafield PS

Opportunities for personal achievement	Interdisciplinary Learning
<ul style="list-style-type: none"> ✓ Milkshake Monday class nominations linked to our school values ✓ Buddy Programme ✓ Sharing our Learning sessions twice per year ✓ Pupil Hub Groups – Article 12 ✓ Extra-curricular clubs, events and competitions ✓ School football team for P5 – P7 	<ul style="list-style-type: none"> ✓ Themed days and weeks throughout the year ✓ Outdoor learning ✓ Meta skills icons ✓ Learning for Sustainability and Global Goals ✓ STEM approaches ✓ Project based learning (Session 23/24)
<ul style="list-style-type: none"> ✓ Positive Relationships Blueprint ✓ Rights, Respecting School Bronze Award ✓ One Trusted Adult approach ✓ “Learning Together Time” once per term for whole school ✓ Rights Respecting Schools articles shared with classes ✓ Family learning breakfasts and sharing our learning sessions ✓ Fundraising and charity events ✓ Seafield community events – Christmas Events and Remembrance ✓ Class assemblies ✓ P1 – P3 nativity ✓ P5 – P7 Burns event for local senior citizens group ✓ Pupil Voice groups 	<ul style="list-style-type: none"> ✓ Reciprocal Reading strategies ✓ PM Writing approaches ✓ Creative writing opportunities ✓ Word Boost from ELC to P7 ✓ Number Talks ✓ Emotion Works ✓ L2 – French for P1 – P7 ✓ L3 – Spanish for P5 – P7 ✓ 2 hours of PE per week ✓ Support for learning approaches ✓ Focus on attainment and assessment ✓ Targeted interventions ✓ Nurture approaches
Ethos and life of the school as a community	Curriculum areas and subjects



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

(a) Background – The context for learners in your school

Seafield Primary School is a non-denominational primary school situated within the community of Seafield, West Lothian. The school roll is currently 95 learners split over 4 composite classes and one non-composite class (P1/2, P2/3, P4, P5/6 and P6/7). There are currently 23 pupils within the Early Learning and Childcare (ELC) provision. Our free school meal entitlement for P4 – P7 is 27% and our clothing grant uptake is 30%. Currently, our attendance is in line with West Lothian at 92.06% and exclusion rates are zero.

The Head Teacher was permanently appointed in January 2023, which provides continuity from the whole school community. The staff team comprises of a Head Teacher, Principal Teacher, 8 members of teaching staff, 4 pupil support workers and an administrative assistant. Within the ELC, there is an Early Years Officer, who was appointed in August 2023, 3 Early Years Practitioners and 2 Pupil Support Workers. They are effectively supported by an Early Learning and Childcare Area Support Manager (ELCASM.) Seafield Primary is part of the Deans Community High School cluster and fosters strong relationships with the secondary school and feeder primaries of Meldrum Primary, Deans Primary, Carmondean Primary and Knightsridge Primary.

According to the Poverty Profile of West Lothian, our school is ranked 45th of 68 in the West Lothian SIMD ranking. Our data demonstrates that most of our learners are from Quintile 3 and 4 households, with Quintile 1 making up 6% and Quintile 2 at 9%. The school benefits from a breakfast club which is well attended, and we offer a range of after school experiences for all learners at different points across the year.

(b) Data to identify the universal and targeted school improvement priorities (SIP)

- **CfE** – Our 2022/2023 data shows that literacy and numeracy attainment is in line with comparator schools who have been benchmarked as similar contexts. Most children (75-90%) in P1, P4 and P7 achieve expected CfE levels in literacy and numeracy. Targeted interventions in literacy and numeracy enable children to continue to make progress in their learning. At almost all stages, our attainment in all areas of literacy and numeracy improved throughout the session.
- **Early Years Tracker** – Our 2022/2023 data shows that by the end of pre-school, a few children (below 50%) are on track with rhyming and syllables than other key aspects of literacy. In numeracy, 50% of learners are on track with subitising and being able to touch and count objects. Within mathematics, a few children (below 30%) can talk about the properties of shape. Our ELC action plan includes planned interventions to focus on ensuring that learners have increased experiences within these key aspects of learning.
- **Wellbeing** – Most learners (75-90%) in our school report positively against the wellbeing indicators. Overall, the lowest response from children (76%) highlighted being respected, which will be a focus as we review our vision and values during 23/24 session. Our pupil ethos surveys are positive and evidence a 20% increase in the theme of bullying from session 21/22 and a 28% increase in how well learners feel that staff make sure other children behave well.
- **Engagement** – Most (75-90%) of our families are connected on Seesaw, P4 – P7 children engage well with the Glow suite of tools. Parents and carers engage well with school events such as Family Learning Breakfast and Sharing our Learning Sessions. Data from our tracker shows that most (75-90%) have been graded as green for engagement in learning by the class teacher.



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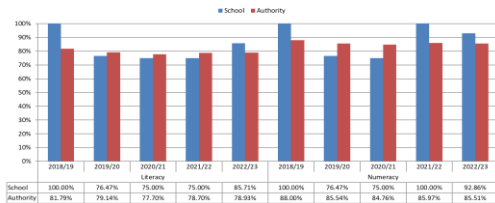
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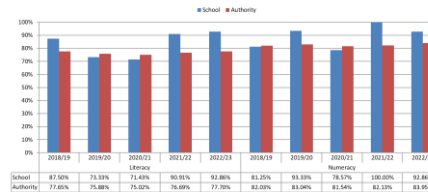
P1 Early Level

CFE Level Achievement - Primary 1



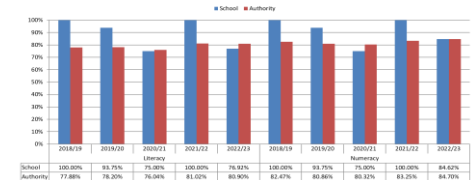
P4 First Level

CFE Level Achievement - Primary 4



P7 Second Level

CFE Level Achievement - Primary 7



(c) What are our improvement priorities?

Identified SIP priorities informed by the data above (detailed in the plan below)

- Continue to focus on health and wellbeing of our learners and building resilience
- Review and refresh our curriculum rationale, vision, values and aims
- Introduce and increase awareness of race equality through engagement with Building Racial Literacy Programme
- Ensure learners receive a consistent high quality learning experience within literacy, numeracy and across curriculum by engaging staff in supported professional learning, collaboration and pedagogical development
- Embed descriptive feedback across all stages of the school to increase learner agency
- Within the 4 Contexts of Learning, IDL, introduce project-based learning to build learner engagement, motivation and creativity
- Fully embed profiling to link skills for learning, life and work



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Seafield 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	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing: Continue to embed a strong focus on the importance of wellbeing for all learners to build resilience through supportive interactions across the school</p> <p>Review and refresh our curriculum rationale, vision, values and aims and increase opportunities for learners to lead their own learning</p> <p>Introduce and increase awareness of race equality through Building Racial Literacy</p> <p>Children's rights and the UNCRC are fully embedded within our school community with Silver Accreditation being achieved</p>	<ul style="list-style-type: none"> <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 a consistent approach to One Trusted Adult processes including P1 – P3 daily check in and P4 – P7 QR codes * Increase staff use of range of HWB data to analyse trends and patterns to ensure a responsive curriculum which meets the needs of all learners * Curriculum rationale self-evaluation to reflect refreshed CfE narrative and local context * Use service design to engage all stakeholders in reviewing school vision, values and aims * Through engagement with 3-18 participation document, further develop shared understanding of arenas of participation, and embed pupil leadership hubs across P1 – P7 * Begin to use WL tracker to map learner participation and address barriers or gaps * Implementation of strategic 3 year building racial literacy plan * Steering group to focus on UNCRC and rights-based practice across the school * Community partners to be invited to join steering group * Focus on amber areas within sections 1 and 2 of UNCRC toolkit Information for parents to be developed 	<p>Nov 24</p> <p>Termly E&E meetings</p> <p>May 2024</p> <p>May 2024</p> <p>June 2024</p>	<ul style="list-style-type: none"> * Baseline P4 – P7 (learner conversations) * Most will increase to almost all learners will self-report positive using wellbeing indicators particularly around the areas of healthy, achieving and respected * One Trusted Adult approach used consistently across all stages * Baseline views of P4 – P7 re participation * All staff will track participation using WL tracker * Curriculum rationale, vision, values and aims reviewed and reflects voices of all stakeholders, through use of Service Design Tools * Increased staff awareness and understanding of racial literacy (professional dialogue; observation; planning) * Baseline surveys to gather staff views pre, during and post CLPL * UNCRC RRS award criteria Silver to be met by June 2024
<p>Raising attainment for all, particularly in literacy and numeracy(universal): Ensure learners receive a consistent high quality learning experience by engaging staff in supported professional learning, collaboration and pedagogical development with a focus on:</p> <ul style="list-style-type: none"> • numeracy • Assessment – feedback, questioning • Writing and reading moderation • Listening and talking 	<ul style="list-style-type: none"> <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"> * Create cluster numeracy plans following baseline assessments and data analysis led by cluster development post holders * Cluster moderation for numeracy and mathematics using analysis of data and teacher professional judgement based on robust assessment, using the moderation cycle * Continue to embed numeracy and mathematics progression pathways in practice and review assessment approaches * Staff professional reading and practitioner enquiry using 'Building Thinking Classrooms' by Peter Liljedahl in Primary 6 and 7 * Improvements in pedagogy to be ongoing focus of CLPL sessions – including assessment approaches; feedback and questioning; pace of learning * Further continue moderation in reading and writing led by Principal Teacher and Literacy Champion * Staff to make increased use of PM Oracy as a tool for delivering listening and talking experiences 	<p>Sept 23</p> <p>Mar 24</p> <p>May 24</p> <p>June 24</p> <p>June 24</p> <p>Nov 23 – R</p> <p>Apr 24 – W</p> <p>June 24</p>	<ul style="list-style-type: none"> * Improvement in staff and pupil confidence surveys from baseline * Almost all (90%) of observed numeracy lessons to be graded good or very good * Almost all (90%) of staff feedback reflects positively on the impact of numeracy CLPL on their practice * Repeat self-evaluation activity with almost all teachers moving from amber to green in the focus areas.



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<p>Descriptive feedback from pupils to teachers will ensure that learners have a meaningful voice in their learning</p>		<p>* Explore listening and talking benchmarks to ensure that professional judgement is accurate</p> <p>*Descriptive feedback principals and practice to be shared with whole staff</p> <p>* Principal Teacher to support the implement of Descriptive Feedback action plan. Ensure a shared knowledge and understanding of this approach, provide support, challenge and monitor and track impact</p>	<p>Feb 24</p> <p>Sep 23</p> <p>Jan 24</p> <p>May 24</p>	<p>* Learners sampled to ensure that listening and talking attainment levels are aligned with where pupils sit using benchmarking tools</p> <p>* Sample group of learners to be interviewed before, during and after Descriptive feedback interventions to gauge impact of the process</p> <p>* Staff baseline questionnaires (confidence levels) re-visited at key points</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>All identified learners will be supported through interventions in literacy, numeracy and health and wellbeing</p>	<p><input checked="" type="checkbox"/>School and ELC Improvement</p> <p><input checked="" type="checkbox"/>School and ELC Leadership</p> <p><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/>Parental Engagement</p> <p><input checked="" type="checkbox"/>Curriculum and Assessment</p> <p><input checked="" type="checkbox"/>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. Please follow this link Pupil Equity Funding at Seafield PS.pptx to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>		<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people: 4 Contexts of Learning, children's experiences in IDL are more meaningful and relevant through participation in project-based learning</p> <p>To fully embed profiling as way to link skills for learning, life and work</p>	<p><input checked="" type="checkbox"/>School and ELC Improvement</p> <p><input checked="" type="checkbox"/>School and ELC Leadership</p> <p><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/>Parental Engagement</p> <p><input checked="" type="checkbox"/>Curriculum and Assessment</p> <p><input checked="" type="checkbox"/>Performance Information</p>	<p>* In collaboration with cluster schools, staff will engage in professional learning to further their knowledge and understanding of project-based learning</p> <p>* Staff will action identified project-based steps within practice through IDL context</p> <p>* IDL planning will focus on shorter blocks of learning with increased scope to be responsive to learners' interests</p> <p>*All P4 – P7 learners will have a personalised Glow Blog where they will record latest and best work, being able to identify strengths and next steps in learning</p> <p>* Learners in P1 – P3 will be able to upload examples of their learning to their Seesaw profile and can begin to identify something good about their learning. Some learners at these stages will be encouraged to identify a next step.</p>	<p>Nov 23</p> <p>Nov 23</p> <p>May 24</p>	<p>* Pupil Voice - Initial audit of pupil views around IDL completed with repeat of this activity planned in March 2024</p> <p>* Quality improvement activities will monitor and track the implementation of PBL to ensure a progressive and consistent approach e.g. learner conversations, planning, observations</p> <p>* Most (75-90%) P4 – P7 learners can identify strengths and next steps which are relevant to learning within profiles</p> <p>* Majority (50-74%) of P1 – P3 to ensure that learners are beginning to identify strengths which are relevant to learning</p>



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