

**Balbardie PS**

**Bathgate Early Years Centre**

**SCHOOL IMPROVEMENT PLANS**

**2024 / 2025**

**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 Vision Our Values



 #Balbardie **MAGIC**

**M**indset **A**cceptance **G**enerosity **I**ntegrity **C**ommunity



At Balbardie Primary School, we aim to create a learning environment where everyone is given the opportunity to

**achieve**, **believe** and **celebrate**.

Our Aims



**At Balbardie PS, we aim to**

* create a safe and enjoyable learning environment where children and staff can thrive and succeed, and each individual’s uniqueness is celebrated.
* develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.
* foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.
* promote a climate of creativity and innovation, resulting in children having a positive and resilient approach to learning and challenge.

Our refreshed Curriculum Rationale

At Balbardie Primary School we achieve, believe and celebrate in partnership with our children, families and the wider Bathgate community. We are proud of our historical involvement and significance within the town of Bathgate and pursue community learning opportunities whenever possible, promoting exploration and appreciation of Bathgate’s rich history. We strive to create a safe, nurturing and inclusive school environment where teachers and pupils lead with care and passion. We ensure that all of our children and their families are able to fulfil their potential and celebrate all forms of success and achievement. Our school curriculum provides high quality learning experiences for our pupils across a broad and full range of curricular areas with a relentless focus on raising attainment in Literacy and Numeracy and the relentless pursuit of Health & Wellbeing. Through the delivery of a relevant, progressive and innovative curriculum which emphasises creativity, we aspire to empower our children and develop skills for life-long learning. We have the highest expectations that our pupils will develop enquiring, resilient and creative minds to allow them to take their rightful place as confident individuals, effective contributors, successful lifelong learners and young, responsible Bathgate citizens.

**Background**

We want all children at Balbardie Primary School to achieve, believe and celebrate. Therefore, we have the highest expectations of their learning and belief in their abilities. During the last academic session, there has been a continued focus on raising attainment for all in Literacy and Numeracy and improving the wellbeing of all pupils and their families. We have a clear and shared understanding of our strengths and areas for improvement which was last validated by local authority colleagues in May 2023. The staff team engage with partners regularly to ensure effective self-evaluation leads to school improvement and a consistently positive impact on pupil learning. The Head teacher, the Depute Head teacher and 4 Principal Teachers work alongside an energetic staff team of 24 teachers and 11 pupil support workers in the school and autism provision and 8 Early Years Practitioners and 2 Pupil Support Workers within the Early Years setting.

**Data**

Our school values the information that regular data analysis provides us. We use Impact Meetings and collegiate working to engage in continuous dialogue around this data to support interventions and improve attainment for all pupils. This data tells us that, overall, attainment in Literacy and Numeracy is continuing to improve over time. The majority of children in P1, P4 and P7 attain the appropriate CfE levels in Literacy and Numeracy. Data shows us clearly which stages of the school we need to target for universal supports in reading, writing and listening & talking. Our principal focus in Literacy this year will be to embed and continue recent improvements in attainment in spelling, writing and reading comprehension across all stages with a consistent and rigorous approach. Our focus in Numeracy will be to continue to raise attainment in mental agility at all stages and embed recent developments in numeracy progression. We will focus, alongside our cluster colleagues, on improving our learners’ thinking skills through the implementation of Building Thinking Classrooms in Numeracy and Mathematics.

At most stages, our Quintile 1 learners are making good progress in both Literacy and Numeracy. However, we will be working hard this year to see greater consistency in the learning outcomes for our Q1 pupils at all stages with moderation practices and summative assessment which we initiated last year. Our Team Around the Child worked effectively during last session in the rapid and responsive evaluation of learners’ needs and we will continue to support our children’s learning challenges with the interventions we have begun. Whole-school data show that we need to focus resources and support for our Quintile 1 pupils in closing the attainment gap in Numeracy, where our gaps are greater than in Literacy.

Our Quintile 5 pupils are making good progress in Literacy and good progress in Numeracy at most stages.

The Health & Wellbeing data we collect from our pupil tracking shows most children reporting positively across each of the wellbeing indicators. There are supports and interventions in place for those children who are identified through self and teacher reporting. Our recent pupil survey demonstrated that the majority of children feel safe in school. We continue to seek pupil views on learning and school improvement through our Big Balbardie Blethers which take place every month within our Focus Fridays. We will continue this focus on Health and Wellbeing every Friday throughout next session and we also intend to focus our Health and Wellbeing curriculum on positive gender identity and relationships.

As part of our ongoing self-evaluation processes, staff have identified a number of areas we intend to focus on next session; the continuing and increased use of digital technologies to support teaching and learning, embedding outdoor learning, extending our curriculum through Activity Afternoons, embedding the Meta-skills work we have already begun which will allow children to lead learning and continuing to develop trauma-informed practice.

When we gathered parental views on areas of priority for school improvement, we were able to see how eager the parents were to ensure their children’s education was broad and balanced, with many parents wishing to see a continued emphasis on the Humanities and the Arts. We will continue to work hard this year to further develop our curriculum and ensure we give these areas a greater focus.

**What are our improvement priorities?**

We are committed to closing any attainment gaps and adding value to the education of every child’s learning. In our school the priorities and gaps are variable across stages and curricular areas. Our learners represent all 5 quintiles and the community we serve is diverse.

Having successfully raised attainment in reading and writing over the last few years, we wish to embed our current approaches to the teaching of reading and writing. We will also be focussing on reading comprehension and closing the vocabulary gap for some of our learners to support this improvement in reading and writing. Writing attainment will be supported within all classes with interventions and direct teaching from our Team Around the Child.

We will also be focusing on improving and strengthening our numeracy attainment through the continued implementation of our Numeracy progression at all stages. We intend to see a consistent approach to numeracy lesson structure in all classes and increased assessment approaches to identify needs and challenges rapidly. We will be working alongside cluster colleagues to ensure that all staff are able to implement Building Thinking Classrooms to allow children to develop their thinking and problem solving skills. As we further develop the breadth of our curriculum, we will ensure pupil engagement through Activity Afternoons which we hope will be extended throughout the school by June 2025.

Our ‘Team Around the Child’ has had a significant impact on attainment and support for individuals and groups. We will continue to deliver interventions and targeted supports which we intend to close any gaps in attainment. Planning and supports will be responsive and rapid to maintain momentum and pace for individuals and targeted groups which have been identified by ongoing assessment and data analysis. The team will consist of 3 Support for learning teachers, 1 nurture teacher, and our team of pupil support workers. The team will meet to discuss targets and next steps weekly and to guarantee that appropriate collegiate dialogue will ensure learning and wellbeing.

To further support the communication needs of some of our learners, we will set up a small group classroom to ensure targeted interventions are in place for those children who need significant support with communication in order to allow them to fully access the mainstream classroom environment. This small group environment will be supported by the Principal Teacher of our Enhanced Resource Base.

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| **Balbardie PS - 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:**Our children will continue to be supported in their wellbeing and know where to get this support when required. Our children will have a well-rounded knowledge of the benefits of positive health and wellbeing.Our children will continue to build positive peer relationships and be supported to manage conflicts successfully.Our children will continue to engage in more outdoor opportunities to increase engagement and excitement in learning.UNCRC Articles: 12, 14, 15, 19 | ☐School and ELC Improvement.☒School and ELC Leadership☒Teacher and Practitioner Professionalism☒Parental Engagement☒Curriculum and Assessment☒Performance Information | * Continue to undertake termly pupil self-reporting exercises.
* Continue to embed Wellbeing Wednesdays once every term for children and their families.
* Implement all actions from the Gender Balance and Equality audit already undertaken.
* All staff to undertake Trauma Informed Training Level 2.
* Embed newly developed health and wellbeing progression across nursery and school.
* Implement the newly developed PE progression at all stages.
* Continue to embed our Focus Fridays with BBB, Fun 31, One Trusted Adult and Great 28 sessions.
* Continue to support staff wellbeing with 1:1 wellbeing check ins where necessary and termly wellbeing events.
* Targeted support aligning to needs of identified pupils including Nurture, Zones of Regulation and small group environment.
* Continue to review our Behaviour Blueprint and Positive Relationships Policy.
* CIRCLE training for all staff.
* Continue to engage with our Parent Council to improve our playground garden for learners’ wellbeing.
* Staff will continue to engage with Love Outdoor Learning.
* Continue to work towards RRS gold award with the assessment to take place in Oct / Nov.
 | Aug 24Aug 24Mar 25Aug 24Aug 24Aug 24Aug 24Aug 24Sep 24Oct 24Jan 25Aug 24Aug 24Aug 24 | * Evidence of self-reporting on attainment spreadsheets

**Measure:** Improvements evident over time with indicators changing from red to green.* Staff confidence in understanding and using new progressions to support teaching of HWB.

**Measures:** Planning documentation and self-evaluation evidence from QI visits/pupil focus groups.* Feedback on improvements from staff.

**Measures:** Boxall profile data details improvements. Feedback positive.* Feedback from staff and pupils about outdoor learning experiences.

**Measures:** Almost all evaluation feedback from staff and pupils is positive. Evidence of increasing outdoor sessions in planning through QI tasks.* Increased knowledge and profile of RRS across school.

 **Measure:** Receipt of Gold award. |
| **Raising attainment for all, particularly in literacy and numeracy(universal):**Our children will be more involved in dialogue about their learning and wider achievements through profiling, being able to talk confidently about their progress and next steps.Our children’s numeracy attainment will be further improved with a focus on strategies to support mental agility and thinking skills.Our children will continue to develop skills in reading, writing, talking and listening leading to raised attainment.Our staff will be supported in planning effectively and developing appropriate pedagogies to teach reading, writing and talking and listening effectively.UNCRC Articles: 12, 28, 29 | ☒School and ELC Improvement☒School and ELC Leadership☒Teacher and Practitioner Professionalism☒Parental Engagement☒Curriculum and Assessment☒Performance Information | * Embed consistent use of learner conversations and Magic jotters for children to identify strengths and next steps in learning.
* Continue to investigate methods of recording pupils’ wider achievements.
* Implementation of stage numeracy assessments to identify and work on closing gaps in learning.
* Staff to engage and plan using refreshed numeracy progression pathways.
* Staff to work with cluster colleagues on Building Thinking Classrooms to improve learners’ problem solving skills.
* Parent workshop offered on strategies to support early numeracy learning at home.
* Embedding of the Balanced Reader model supported by the use of WL Reading targets to inform learning, teaching and assessment.
* Continue to promote a positive reading culture across school.
* Staff and pupils to continue to engage with WLC core and genre writing targets to support learning and raise attainment.
* Embed agreed methods of assessment and differentiation of the teaching of phonics.
* Review play pedagogy in the early years considering adult led, adult initiated and child initiated learning experiences.
 | Aug 24Oct 24Aug 24Aug 24Aug 24Oct 24Aug 24Aug 24Aug 24Aug 24 | * Children able to speak confidently about their learning.

**Measure:** Completed learner conversation record in MAGIC jotters.* Staff feedback and suggestion of method to capture data.

**Measure:** Staff recording pupil wider achievements using agreed method.* Plans created to support and challenge pupils.

**Measure:** Progress evident in pre and post assessment data.* Planning linked to Progression Pathways.

**Measure:** Clear differentiation evident through QA tasks.* Evaluation feedback from parents

**Measure:** Almost all feedback is positive.* Moderation activity data.

**Measure:** practitioner and pupil impact forms read positively.* Number of children enjoying reading increases.

**Measure:** Pupil survey.* Attainment tracking information

**Measure:** Improvements across term evident.* QA information

**Measure:** Evidence of targets being used during observations.* Moderation activity data

**Measure**: Evidence of accurate teacher judgements in writing.* CfE Tracking Data

**Measure**: Improvements in P1 attainment data* QA information

 **Measure:** Evidence of L, T and A Bluprint during observations. |
| **Tackling the attainment gap between the most and least advantaged children (targeted):**Our children will be supported in Numeracy and Literacy through targeted interventions to work on closing any gaps in learning identified.UNCRC Articles: 6, 12, 24, 27, 28, 29 | ☒School and ELC Improvement☒School and ELC Leadership☒Teacher and Practitioner Professionalism☒Parental Engagement☒Curriculum and Assessment☒Performance Information | *‘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 (*[*https://balbardieprimary.westlothian.org.uk/*](https://balbardieprimary.westlothian.org.uk/) *)**to view our PEF Summary and find out more about our use of Pupil Equity Funding.’* |  | Documented in PEF Plan |
| **Improvement in employability skills and sustained, positive school leaver destinations for all young people:**Our learners will experience a broad and balanced curriculum that provides them with opportunities for choice and pupil leadership.Our school community will work together to achieve Rights Respecting Schools Gold award.UNCRC Articles: 13, 14, 15, 28, 29 | ☒School and ELC Improvement☒School and ELC Leadership☒Teacher and Practitioner Professionalism☒Parental Engagement☒Curriculum and Assessment☒Performance Information | * Staff will continue to implement a broad and balanced curriculum through the implementation of Activity Afternoons from P4 to P7.
* Staff will continue to audit current resources/programmes of study across remaining areas of the curriculum to identify gaps.
* Staff to ensure WLC progressions are integral to planning for learning.
* Staff will provide children with opportunities to lead learning and plan responsively.
* The whole school community will work towards achieving RRS gold status with a committee of staff, pupils and parents.
 | Aug 24Aug 24Aug 24Oct 24Aug 24 | * Staff engagement in audits for curricular areas.

**Measure:** Feedback from staff and planning for identified gaps to show progression across school.* Moderation of medium term plans.

**Measure:** Evidence of all staff using progressions in planning.* Pupil voice evident in planning.

**Measure:** Almost all pupils will report they are able to influence learning in class.* The language and impact of children’s rights is seen across the whole school community.

**Measure:** Quality improvement activity, parental and pupil surveys and receipt of Gold award. |

**Bathgate Early Years Centre**

**ELC ACTION PLAN**

**TO SUPPORT DELIVERY OF SIP**

**2024 / 2025**

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**Our Vision**

At Bathgate Early Years Centre we strive to make every child feel important, providing a high quality learning environment where children are free to play, learn and develop together.

**Our Values**

Fun Kindness Encouragement Included Wellbeing Respect

**Our Aims**

* Value and respect everyone equally.
* Provide a safe, warm, welcoming, happy environment which stimulates curiosity, inquiry and creativity.
* Encourage each child to become a confident and independent learner.
* Celebrate learning and achievements both in nursery and from home.
* Ensure that each child is given a range of opportunities and learning experiences both indoors and outdoors, suitable for their learning needs.
* Encourage all children to develop socially and emotionally with wellbeing at the heart of everything we do.
* Ensure we are working with parents and all stakeholders in partnership.
* Celebrate and engage with our wider Bathgate Community.

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| **Bathgate Early Years Centre - ELC Improvement Planning for Ensuring Excellence and Equity** |
| **School priorities linked to knowledge and data as identified on previous page** | **Links to** HGIOELC **and NH&SCS** | **Proposed actions** | **Timescale**  | **Measures of Success** |
| **Improvement in all children and young people’s wellbeing:**To continue to build positive relationships with children and families to improve the health and wellbeing outcomes and tackle the attainment gap.Continue to ensure that the needs of all children are reflected accurately within rigorous and thorough Personal Plans.To embed the UNCRC and ensure children’s rights are central to every aspect of care, play and learning.(**Placing the human rights and needs of every child and young person at the centre of education)** | 1.3**3.19 4.19, 4.23**1.1**4.19**2.2**1.20, 1.30, 1.31** | Review the vision, values and aims of the setting.Continue to develop staff knowledge of the updated CI Quality Framework as a tool for self-evaluation.Develop processes and systems to ensure all Personal Plans are up to date and shared effectively. Quality assurance processes will work alongside these systems to monitor quality and detail.Develop staff knowledge and engagement with the newly introduced BPS HWB Progression.Increase the profile of the rights of all children within the nursery setting and among families.Working with WLC, ensure policy and processes are in place to uphold the rights of all children in the event of incidents. | Nov 2024Dec 2024Oct 24Jan 2025 | Observations of playroom and interactions show the vision, values and aims of the setting in action.Increase in staff knowledge of use of frameworkAll children will have a Personal Plan which accurately reflects their physical and learning needs.Staff engagement with the BPS Early Level Progression. Evidence of children learning through their rights.All children’s rights will be upheld in the event of any incident or allegation. |
| **Raising attainment for all, particularly in literacy and numeracy(universal):**All children will benefit from focussed work to develop and improve children’s literacy skills from the earliest stages, building early vocabulary skills**.**All children will benefit from focussed work to develop and improve numeracy skills from the earliest stages.To continue to develop practitioner knowledge of how to plan for children’s curiosity, creativity and enquiry to support purposeful play and learning.(**Placing the human rights and needs of every child and young person at the centre of education)** | 2.2, 2.3, 2.5 & 3.2**1.27 & 1.30**2.3 & 3.2**1.27 & 1.30**2.2, 2.3**1.25, 1.30 & 1.32** | Continue to develop the pre requisite skills for reading: listening attention, awareness of rhythm and concepts of print through responsive and intentionally planned experiences.Continue to develop staff knowledge and use of Early Level Numeracy Progression Pathways as a tool to support planning and assessment. Use of pathway to support differentiated learning.Continue to develop the use of focused observations linked to the planning, assessment and moderation cycle to support practitioner judgements and ensuring coverage of the curriculum.Continue to develop the use of intentionally planned experiences to support children’s learning through purposeful play and learning experiences.  | OngoingOngoing OngoingOngoing  | Pupil Progress data/practitioner judgements/quality observationsUse of the progression pathway will be evident in planning.Clear links between planning, observations and trackers. Practice observation show clear planning linked to assessment and observationsQuality assurance evidence – practice observations, planning and learning journals.Professional dialogue feedbackEnvironmental audit toolsHGIOPfL audit |
| **Tackling the attainment gap between the most and least advantaged children (targeted):**Provide focussed work to develop and improve children’s literacy and numeracy skills and HWB from the earliest stages (**Placing the human rights and needs of every child and young person at the centre of education)** | 2.4**1.27 & 1.29** | Continue to support identified children through targeted literacy, numeracy and wellbeing interventions. | From Oct 2024 | Pupil Progress data/practitioner judgements/quality observations |
| **Improvement in employability skills and sustained, positive school leaver destinations for all young people:**To develop the use of digital technologies to ensure progress and continuity in learning.(**Placing the human rights and needs of every child and young person at the centre of education)**In the context of ELC refer to the benefits of quality learning opportunities indoors and out.Dispositions to learning.Community linksSkills for life/ skills for workDeveloping aspirational families and childrenWorking with schools and colleges to develop employability skills in ELC workforce in line with delivery of 1140. | 2.2 & 3.3**1.30 & 1.31**2.3 & 2.5 | Further develop use of early digital pedagogues to support learning across the curriculum.Continue to embed of the use of SeeSaw as an online sharing the learning platform between nursery and home. Ensure transition is smooth and parental engagement is high. | April 2025September 24 | Quality Assurance evidenceIncreasing experiences of IT through practice observations, evident in planning and observations.Development shown through audit tool responsesQuality assurance evidenceParental feedbackLevels of engagement |