

WESTFIELD SCHOOL SCHOOL IMPROVEMENT PLAN

2024 / 2025



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

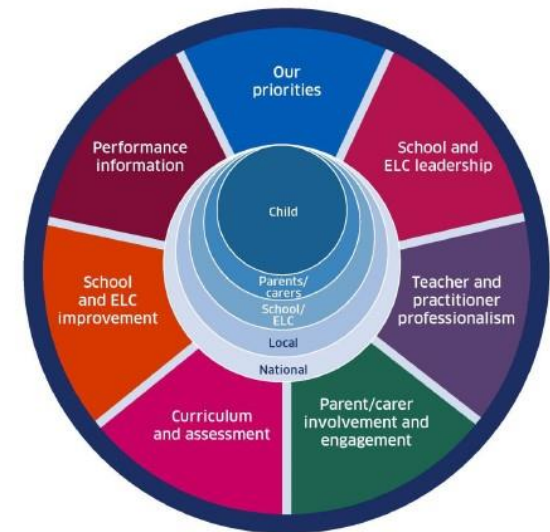
Local Authority Factors

West Lothian HWB, Literacy and Numeracy West Lothian Priorities
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Moderation Cycle and Assessment
National Improvement Framework / 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, Hayward Review, OECD Report 2022; UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



Courage

Relationships

Relevance

Values

Vision, Values and Aims

OUR VALUES



**Enquiring
Minds**



Courage



Respect



Honesty

OUR Vision

**A community that develops
passions and interests, and
the skills needed to flourish
in an ever-changing world.**



OUR AIMS

Our learning

Together with our wider community we drive forward learning which is fun, interesting, relevant and challenging and helps us develop skills for learning, life and work

Our community

Positive relationships are central to all we do and everyone has a say in all that matters

HWB

We use our wellbeing indicators to help and support each other to make good and healthy choices

Successes

We celebrate and are proud of our successes and achievements in and out of school



Courage

Relationships

Relevance

Values

Curriculum Rationale

We recognise that **every child** joins our school community full of curiosity, creativity and with a natural determination and excitement to learn. We also recognise that **every child** exists in a rapidly changing world that is diverse and uncertain.

Our practices, environment, and culture, strive to enhance **every child's** capability to think independently; to explore their own questions, answers and ideas; to problem-solve and to innovate. By nurturing **every child's** ability to own their own learning and for the context of this learning to be **their** individual passions and interests, we believe each child's emotional interest and motivation to gain new knowledge and skills will be protected.

Our practices, environment, and culture strive to connect learners with their surroundings whilst offering meaningful, relevant self-directed and collaborative learning opportunities that develop core skills, and value and celebrate **every child's** individual abilities or talents.

Every child will leave with curiosity, creativity, courage and a true excitement to learn alongside the skills, competences and attitudes necessary to thrive in our complex world and make meaningful **contributions** as global **citizens**.

Every child will leave with the ability to recognise and celebrate their unique talents and strengths and will be able to **confidently** respond to the question "how are you **successful**?"

Key drivers to support this rationale are:-

UNCRC Right of the Child:



Four capacities:



Four contexts for learning:



Agile Education Fundamentals:



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Relationships

Relevance

Values

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

a) Background - The context for the learners in your school

Westfield Primary School is a small rural school with a total of 58 pupils in school. Our early learning centre offers full-time places to all children, which translates into 4 days, Monday to Thursday, 8.30-4pm. Currently, due to low numbers, the ELC is inactive, and the 3 children who would have attended benefit from an escorted taxi service which takes them to and from Torphichen Primary ELC. The Head Teacher is shared with one other rural school – Torphichen Primary. Other staffing includes a Principal Teacher whose main responsibility is Support for Learning, 2 full time teachers, one part-time, and three full-time Pupil Support Workers. Office Support for the school and nursery is provided by one Administrative Assistant. The school also benefits from a Music specialist. The school runs a successful Breakfast Club, which is very well attended by the children. Literacy and numeracy, health and wellbeing and an agile approach to learning (underpinned by the foundations of Courage, Relevance, Values and Relationships) have continued to be the core features of the school's improvement journey.

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

- **CfE** – Our data this session shows that, in literacy, most pupils by the end of P1 attain the appropriate CfE levels in literacy (67%) and all are on track with numeracy and maths (75%). In P4, most pupils achieve the appropriate level in literacy (77%) and most (90%) are achieving the appropriate level in numeracy and maths. In P7, almost all learners (85%) are on or above track to achieve national expectations across all aspects of literacy and numeracy. In terms of the Scottish Index of Multiple Deprivation (SIMD), we have 5 quintile 1 children in Westfield, with almost all pupils at quintile 3. Data shows there to be no correlation between attainment levels for quintile 3 and quintile 5. Overall, from P1 to P7, 36% (21 pupils) are not currently on track in literacy and 21% (12 pupils) in numeracy. There are no evident gender patterns in regards to achievement in neither literacy nor numeracy.
- **Wellbeing** – daily check-ins are in line with the termly Health and Wellbeing questionnaires and these show that 88% of learners from P1 to P7 self-report as green across almost all of the Wellbeing Indicators. (Breakdown of each indicator: Safe 85%, Healthy 95%, Achieving 84%, Nurtured 88%, Active 89%, Respected 91%, Responsible 85%, Included 87%)
- **Engagement** – Throughout most of this session, engagement levels have continued to increase as we further embed agile approaches to learning and teaching. Almost all children are more self-directed in their learning.
- **Any other relevant data to your school context** – Attendance levels are above the West Lothian average (93.7%) as is punctuality, and we have had no exclusions. In school, 41.82% of pupils are eligible for free school meals or clothing grants (which is above the West Lothian average).

c) What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

For the majority of children not achieving expected levels in literacy and numeracy, this is identified as being as a result of an ASD or ADHD diagnosis or through having social and/or emotional needs. We will continue to embed relevant interventions, with the help of outreach partners, to address any barriers to learning, and to support families to increase attendance. We will also improve inclusive practices through engagement with the Circle Framework, with all staff improving the environments and practices in all spaces in our school. We will further review and revise our assessment and moderation approaches to ensure they are relevant and robust, and that staff engage in rich, regular data dialogue around these assessments to ensure early intervention where gaps in understanding are identified and to ensure pupils are appropriately challenged. We will seek meaningful ways to engage parents/carers and the wider community in order to strengthen and enrich opportunities for learning across all contexts for learning and to support learning at home. We will also significantly improve our Family Learning opportunities for universal and targeted families in our community. Across literacy and numeracy, we will review our approaches to reading and spelling learning, teaching and assessment, and will cascade Building Thinking Classroom approaches across the school to ensure maths is more relevant and engaging.



Courage

Relationships

Relevance

Values

Westfield 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 <i>(U = understand; I = Improve, C = Consolidate)</i>	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Consolidate the effective and creative use of outdoor spaces to promote positive relationships and wellbeing, taking into account research linking the benefits of outdoor learning and green space with wellbeing.</p> <p><i>UNCRC Articles 3, 28, 29, 39</i></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 type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Revisit and embed staff training on outdoor learning (C) Widen the outdoor experiences and provocations available to all children through ensuring the opportunities for visits and excursions are maximised (C) Create a progressive pathway from early to second level for outdoor learning (I) Ensure that the Cost of the School Day is considered when planning outdoor learning experiences (C) Improve tracking and analysis of HWB data to ensure all needs are quickly identified and addressed (I) 	<p>2-4 week SPRINTS will take place each term.</p> <p>Owners of this sprint backlog: SLT HWB lead</p>	<p>Short term: Almost all learners will report as green for safe, healthy, nurtured, active</p> <p>Long term: Increased feeling of wellbeing will translate into improved motivation for pupils.</p> <p>KEY MEASURES:</p> <ul style="list-style-type: none"> More pupils will report as green more of the time Plans and observations will show regular, progressive outdoor learning experiences Pupils will tell us they are being given plenty of opportunities to engage in relevant, impactful and engaging learning outdoors In discussion, all staff are aware of the individual needs and demographics for each child in their care and can say how these needs are being met through the Learning, Teaching and Assessment cycle
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Embed use of systems for tracking attainment over time in all curricular areas for all stages and ensure confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment for all learners.</p> <p><i>UNCRC Article 3, 29</i></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"> Engage with Ed Scotland colleagues to deepen all staff's understanding of assessment – research and discussion (U) Engage in 'assessment making' improvements, to develop approaches that are relevant and robust (U) Create a revised assessment strategy to reflect the resulting changes to assessment practices (U) Revise BGE tracker to align with resulting assessment strategy (U) Consolidate analysis of summative data to inform learning and teaching (C) Develop a calendar of Family Learning workshops based on needs identified by parents/carers/pupils (I) Improve engagement through creative approaches to learning, teaching and assessment – with a focus on Building Thinking Classrooms and on the teaching and learning of spelling and reading (I) Ensure that the Cost of the School Day is considered when planning family engagement workshops (C) 	<p>2-4 week SPRINTS will take place each term.</p> <p>Owners of this sprint backlog: SLT Lit lead Num lead Digital lead</p>	<p>Short term: Learners will be able to reflect upon experiences and identify successes and next steps in literacy and numeracy learning.</p> <p>Long term: Improved attainment in literacy and numeracy and improved competence in application of learning as well as improved staff confidence in analysing the assessment evidence to inform next steps.</p> <p>KEY MEASURES:</p> <ul style="list-style-type: none"> Observations of practice and learning showing feedback being used effectively to support learning Pupil focus groups – pupils being able to talk about their learning: successes and next steps LA Tracking and Monitoring and BGE trackers are used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after. Assessment data triangulating with planning data, evidence (jotters/Seesaw evidence) and learner



Courage

Relationships

Relevance

Values

		<ul style="list-style-type: none"> Improve opportunities for PSWs to engage in professional learning and dialogue to upskill them in strategies to meet specific needs of individual learners (I) 		<p>experience (pupil voice) will show a quality body of evidence</p> <ul style="list-style-type: none"> Focus groups - all teachers have well-developed skills of data analysis which are focused on improvement.
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Improve effectiveness of moderation and assessment practices to lead to evidence-based targeted supports being in place for all identified learners, and improve timetabling of resources and supports to ensure all identified learners have regular access to robust interventions.</p> <p><i>UNCRC Article 3, 29, 39</i></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	<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 WPS PEF Summary Statement to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p> <ul style="list-style-type: none"> Further engagement with Circle Foundation approaches to ensure our practices are inclusive and successfully meet the needs of ALL children (I) 	<p>2-4 week SPRINTS will take place each term.</p> <p>Owners of this sprint backlog: PT SFL teacher</p>	<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>New practitioners will develop agile approaches and learning spaces in order to promote and embed learner agency, autonomy, skills and competencies, and the development of the four capacities across all contexts for learning.</p> <p>Review contexts for project learning to ensure that all learners are applying and increasing their achievements through active participation in their local community.</p> <p><i>UNCRC Article 3, 12, 13, 29, 31</i></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 type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Embed the development of partnerships with businesses to create real-life, purposeful, community based/sustainability focussed projects (including with Social Enterprise Team) (C) Introduce key phrase progression from ELC to P7 1+2 to ensure progression and regular opportunities to apply language learning across the school (C) Achieve rigour in the individual learning pathway for each learner, ensuring appropriate progression is planned for and achieved across BGE and skills (with a particular focus on relevant assessment approaches (U) Ensure that the Cost of the School Day is considered when planning projects (C) All pupils involved in community (local/national or international) social enterprise projects which have a central focus on sustainability, with the support of a wide range of community partnerships (C) 	<p>2-4 week SPRINTS will take place each term.</p> <p>Owners of this sprint backlog: SLT Projects lead 1+2 lead</p>	<p>Short term: Learners will be able to confidently reflect upon experiences and connect them to the development of skills and the four capacities across all contexts for learning – identifying successes and next steps.</p> <p>Long term: Increased engagement in learning ultimately translating into improved attainment (particularly in core learning areas). Learners leading their own learning, developing and applying a range of relevant skills in an environment that promotes creativity and innovation.</p> <p>KEY MEASURES:</p> <ul style="list-style-type: none"> Agile fundamentals with progressive complexity will be evident in P3-7 project learning journals Pupil, parent/carer, partner and teacher survey will display positive perception of learning in relation to relevance, pace, challenge and quality Community survey on impact of the projects on improving outcomes for others
<p>CLUSTER FOCUS</p> <p>Cluster schools will work towards the goal that all young people in Linlithgow Cluster schools, are curious, passionate, engaged, knowledgeable and skilful learners from the</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	<ul style="list-style-type: none"> All staff to engage with Education Scotland's Curriculum Innovation team to develop understanding of why there is a need for curriculum change and to create a shared vision for what that might look like across the cluster Create a Working Party consisting of staff, pupils and parents/carers from across the cluster to support the development 	<p>4-hours allocated for collaborative working across session.</p>	<p>Short term: Cluster stakeholders will share an evidence and research based understanding of why there is a need to develop a curriculum that nurtures curious, passionate, engaged, knowledgeable and skilful learners</p>



Courage

Relationships

Relevance

Values

<p>day they start ELC to the day they leave the academy. <i>UNCRC Article 3, 12, 13, 29, 31</i></p>	<input type="checkbox"/> Performance Information	<p>of a cluster vision and to begin to devise the 'what' and 'how' around achievement of the cluster goal</p>	<p>Working party sprints Completion by April 2025</p>	<p>Long term: Increased engagement in learning ultimately translating into improved attainment and achievement. Learners leading their own learning, developing and applying a range of relevant knowledge and skills in an environment that promotes creativity and innovation.</p> <p>KEY MEASURES:</p> <ul style="list-style-type: none"> • Pupil, parent/carer, partner and teacher survey will display positive perception of learning in relation to relevance, enjoyment, pace, challenge and quality • Observations and focus groups will show higher levels of enthusiasm, enquiry and engagement across stages • Reported incidents of low level disruption and disengagement will reduce significantly
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Courage

Relationships

Relevance

Values