

SPRINGFIELD PRIMARY SCHOOL IMPROVEMENT PLAN



2022 / 2023



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

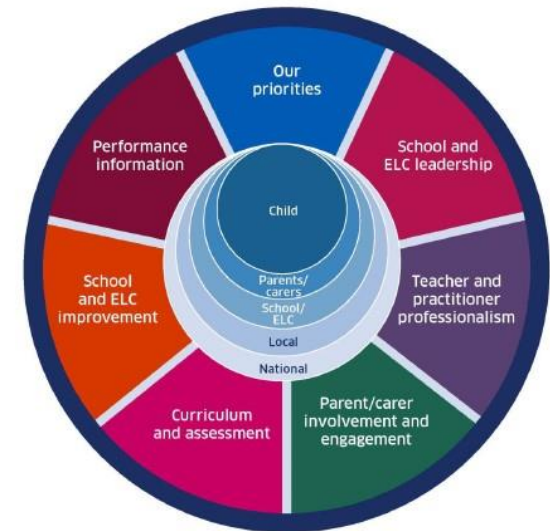
Local Authority Factors

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



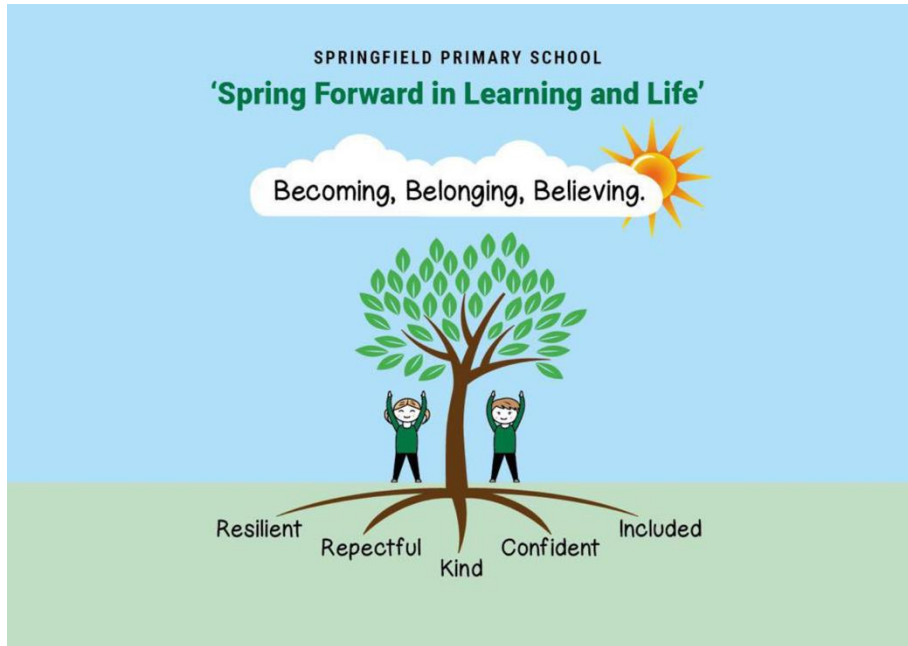
Courage

Relationships

Relevance

Values

Vision Values and Aims



Our Values

Resilient, Kind, Inclusive, Respectful, and Confident

Our Aims

At Springfield Primary and Bonnytoun Nursery we aim to:

- Engage, communicate with, and support our learners and their families
- Ensure every child makes progress in their learning, to the best of their ability
- Provide all learners with a strong foundation in literacy, numeracy, and health and wellbeing
- Deliver creative and innovative learning opportunities
- Instil confidence in all members of our learning community

Vision Statement

Springfield Primary and Bonnytoun Nursery is a family community rooted in respect and kindness. Within a positive, nurturing environment, we challenge our young learners to take risks, be courageous, and develop resilience – ensuring they are given the skills and confidence to achieve their dreams.

We firmly believe that every child has the right:

- to an education
- to an education which helps them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people
- to play and rest
- to a voice, and for adults to take it seriously



Courage

Relationships

Relevance

Values

Springfield Primary School Curriculum Rationale

Spring Forward in Learning and Life

'Becoming, Belonging, Believing.'

Based on our core values of **Resilience, Respect, Kindness, Inclusion** and **Confidence** we encourage children to become successful learners, confident individuals, effective contributors and responsible citizens.



Our curriculum is agile, child-centred and is designed around 7 key principles – **challenge and enjoyment, breadth, depth, progression, personalisation and choice, coherence, and relevance.**

We view the term 'curriculum' in its broadest sense, seeing it as all of the experiences that we provide for our children both within the school building, outdoors within our community and further afield. Home learning activities and after-school club opportunities are also an important part of our curriculum allowing children to share their learning at home and take part in and develop new and varied skills and achievements. We understand the importance of our local community as a relevant learning context. We form partnerships to support learning experiences and we teach children about the town that they live in and its place within Scotland and the wider world.

We work to ensure the rights and agency of our children and towards global sustainability goals.

We do this through **4 key contexts**:



Courage

Relationships

Relevance

Values

Our curriculum provides children with a solid foundation in Literacy and Numeracy, promotes Health and Wellbeing and develops positive attitudes towards learning. It allows teachers to make links across subject areas and to teach through contexts that are both motivating and meaningful to children and which follow their interests. Our curriculum is carefully planned to be progressive across all curricular areas. We use careful differentiation to support and challenge our learners.

Curriculum areas	Interdisciplinary Learning	Opportunities to contribute to the ethos and life of the school	Wider / Personal achievement
<p>These curricular areas are organisers that set out the learning experiences and outcomes for our children. Each area contributes to the four capacities:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Health and Wellbeing • Social Studies • Sciences • RME • Expressive Arts • Technologies <p>We use progression pathways to plan coherently so that our children have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.</p>	<p>We plan learning to develop awareness and understanding of the connections and differences across curricular areas. This can be through exploring a theme or an issue, meeting a challenge, solving a problem.</p> <p>We do this by providing a context that is real and relevant, to the learners, the school and its community.</p> <ul style="list-style-type: none"> • Linlithgow focus progression • Focussing on a different SHANARRI indicator each month in curriculum and assemblies • Children learn with and through digital technologies • Play from ELC to P7 • Makerspace Week focussing on Global Goals 	<p>We build a strong ethos at Springfield with shared values of resilience, kindness, inclusiveness, respect and confidence and actively promote and live these. We have a positive learning environment with strong relationships and sense of community and family. We have restorative approaches embedded within our culture.</p> <p>We do this through opportunities such as:</p> <ul style="list-style-type: none"> • P1-P7 Pupil Council • Right Respecting Schools/UNCRC • P1/7, P2/6 Buddies • P6 and P7 Learning Council • JRSOs • Various pupil leadership roles – junior librarians, digital leaders, Mini HWB Champs, 1 Plus 2 Ambassadors, Sports Leaders 	<p>We aim to recognise, celebrate and build on achievements both in and out of school.</p> <p>We recognise each child's uniqueness and provide opportunities in and out of class for achievement:</p> <ul style="list-style-type: none"> • Springfield Springs / House challenge • Spaghetti Chef (Writing) • A wide range of free After School Extra-curricular clubs • Family learning events • P3 Play Leaders • P7 House Captains and Vice Captains • Achievement display boards • Sporting achievements such as Round Table Football Tournament • Various competitions e.g. Jim Clark Writing competition
Permeating the 4 Contexts for Learning			
<p>Health and Wellbeing (GIRFEC)</p> <p>Literacy</p> <p>Numeracy</p> <p>Digital / Anywhere Anytime Learning</p> <p>STEAM</p>		<p>Play pedagogy from ELC to P7</p> <p>Growth mindset and challenge</p> <p>Ethos and rich links in local community</p> <p>Springfield Suitcase of Skills (Skills for Learning, Life and Work)</p> <p>Developing the Young Workforce</p>	



Courage

Relationships

Relevance

Values

Contextual Data Analysis

Background - The context for the learners in our school

We gather a range of data to help us better understand the needs of our learners. Qualitative data is provided through ongoing attainment meetings where staff engage in rich professional dialogue using the Wellbeing Indicators and CFE Benchmarks in literacy, numeracy and health and wellbeing to identify children's needs and plan next steps. Our data is carefully analysed to enable us to know each learner well as an individual and to plan their next steps.

Current Roll June 2022		School SIMD	Continuum of Support	Attainment Picture Across the School – On Track					Engagement	HWB
School	ELC			Reading	Writing	L&T	Numeracy	Maths		
338	73	5% SIMD 1-5 22% SIMD 6-9 73% -SIMD 10	13.3% identified as level 2 or 3 on Continuum of Support 17 IEPs (ELC – P7)	93.49%	93.20%	96.1 5%	94.38%	94.97%	<ul style="list-style-type: none"> - Engagement trackers P1-7 are high which is reflected in attainment data. - Very supportive parent body with high attendance at events. - Parent/carers are keen to support their children at home. - Parent Council & PTA work closely with the school to improve outcomes for all pupils - Achievement and participation in extra-curricular activities is high. - School and ELC has excellent links with local community 	<ul style="list-style-type: none"> - Termly HWB surveys show almost all children reporting positively against wellbeing indicators - Our analysis of trusted adult conversations, wellbeing pupil self-reporting, referrals to partner agencies and interrogation of attainment and engagement trackers, indicate a need to focus on nurture with identified pupils at certain stages in order to ensure positive engagement
Early Years Tracker		Attendance	14 Learner Passports (P1–P7)	% Pupils Tracking Above National Average *						
Analysis shows a continued focus on literacy, particularly on rhyme, syllables and mark making		Overall attendance rate is 94%	12% of pupils are EAL	40.35%	32.85%	45.5 6%	32.56%	36.11%		
		FME 2021/22								
		3.5%								

Our universal priorities? (detail in SIP plan below)	Our targeted priorities?
<ul style="list-style-type: none"> - Prioritise in person events to support and enhance family learning opportunities. - A continued need for significant support in literacy and numeracy in identified children from P1-P7. - A need to provide specific nurture and social communication skills with targeted pupils from P2-7. - Attainment data in writing is hugely positive and has improved over session 2021-22, but there is an identified need to focus on tools for writing such as spelling and handwriting. Professional judgement coupled with SNSA data at P4 and P7 has shown a need to review spelling methodologies from P1-7, looking at effective assessment methods and resources used. - Staff will be trained in teaching of phonics and clear progressions for spelling and grammar will sit alongside robust assessment frameworks. Pupils will be assessed and gaps addressed where necessary. There will be a focus on teaching of handwriting, presentation and transferring joined up handwriting into every day work in P3-7. - There is an identified need to strengthen attainment in fractions, decimals and percentages throughout the school. The implementation of Numicon has been successful this session and we will continue to develop this, with a focus on supporting concrete, pictorial and abstract methods of learning in this area. Number Talks is now well embedded in every classroom and will also be used as a vehicle to strengthen Fractions, Decimals and Percentages next session. 	<ul style="list-style-type: none"> - There will be a focus on nurture, social communication and ensuring children are ready to engage and learn across the curriculum, ultimately closing the gap to their peers. - We will continue to provide increased Support for Learning provision next session to target identified pupils. - Outdoors and indoors nurture spaces will be created in school and ELC. - Mini nurture spaces established in identified classrooms. - All staff will be trained in nurture principles to ensure a common approach for our school. - Breakfast and lunchtime clubs and support sessions will run and curricular approaches will focus on outdoor learning with real life skills embedded. - Targeted Phonics International/Rocket Phonics groups run from assessment data from P2-7 by SfL and PSWs



Courage

Relationships

Relevance

Values

Springfield 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>All learners are well supported mentally, socially and emotionally so they can fully engage in learning</p> <p>All staff increase their understanding of UNCRC and how this permeates the curriculum, in order for all children to learn about their rights, with a rights-based approach at the heart of planning, decision making and practice</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"> - Develop outdoor spaces to support the curriculum and emotional wellbeing needs of all pupils - Develop mini nurture spaces and calm tool boxes within each classroom - Peer mediator system (using Emotion Works) implemented to support pupils at break and lunch - Whole staff training on nurture principles - Raise awareness of UNCRC for all through Self Evaluation toolkit to review curriculum practice and application of the 5 key areas within the UNCRC framework. Including Forms questionnaires for staff, pupils and parents. - Action plan devised, placing UNCRC at the heart of curriculum planning, decision making and practice - Identify priorities using Pareto Chart - Working party to develop links with UNCRC and Sustainable Development Goals in curriculum through STEM Makerspace focus 	<p>Oct 22</p> <p>Sept 22</p> <p>Oct 22</p> <p>Sept 22</p> <p>Sept 22</p> <p>Oct 22</p>	<ul style="list-style-type: none"> - Almost all (>97%) pupils will self-report positively (green) using the wellbeing indicators each term - Pupils will report 4 and above during daily check ins using the 5 point scale - Engagement trackers rise to >98% green across the school - Learning Walks, class visit and focus group evidence indicates increase in overall engagement levels across the school - Reduction in incidents in break and lunch behaviour log from previous year and over the session - Learning conversations and learning walks show rights-based practice is evident and almost all pupils can demonstrate awareness of UNCRC - Rights-based approach is evident in termly and daily plans
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All learners receive consistent, high quality learning experiences in phonics and spelling which offer suitable challenge, differentiation and pace, and are underpinned by effective assessment approaches.</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"> - All staff to be trained on use of Rocket Phonics and Reading at P1, P2 and P3 to raise attainment in literacy, with a focus on decoding, encoding and handwriting - All staff trained in use of Phonics International from P4-7 to ensure a coherent spelling progression - All pupils will carry out baseline assessment and identifying gaps will be ameliorated - Targeted Phonics International/Rocket Phonics groups run from assessment data from P2-7 by SfL and PSWs - Targeted family learning sessions to share how to support phonics/spelling at home (in addition to universal offering) - Hold writing family learning event 	<p>Sept 22</p> <p>Dec 22</p> <p>Feb 23</p>	<ul style="list-style-type: none"> - Baseline Rocket Phonics and Phonics International assessment will identify gaps in pupil knowledge. Sample pupils will repeat assessments termly to show increase in attainment. - Tracking shows improvement in writing with specific focus on spelling core writing targets (teacher professional judgement) - P1, P4 and P7 SNSA results show an increase in spelling accuracy from previous year



Courage

Relationships

Relevance

Values

<p>All staff will engage in CLPL to accurately assess and plan exciting opportunities to enhance all learners' listening and talking skills</p> <p>Almost all learners will increase their ability to accurately solve fractions, decimals and percentages calculations</p>		<ul style="list-style-type: none"> - In collaboration with a cluster school, train staff in use of Philosophy 4 Children as part of listening and talking curriculum - Refresh listening and talking long term planning - Carry out listening and talking moderation sessions at cluster level to ensure robust planning and effective assessment/teacher professional judgement - Focus on fluency of number bonds/table facts through daily teaching and learning practices - Numicon used to teach fractions, decimals and percentages in P1-7 - Number Talks progression devised for fractions, decimals and percentages - Numicon family learning event to share strategies used to support learning in school 	<p>Jan 23</p> <p>March 23</p> <p>Nov 22</p> <p>Feb 23</p>	<ul style="list-style-type: none"> - Professional dialogue at attainment meetings and during quality improvement will reflect teacher professional judgement is robust and judged against benchmarks - Classroom observations will show learners can ask and answer questions, expressing their opinion and reasons - Almost all children will be able to demonstrate and communicate their mathematical thinking in fractions, decimals and percentages using Numicon in focused learning conversations with CT and SLT - Improved P1, P4 and P7 fractions, decimals and percentages SNSA results from previous year - Almost all children will be able to articulate Number Talks strategies to solve fractions, decimals and percentages calculations
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Identified children are able to access the whole of the curriculum and make effective progress through well planned, timely and specific interventions.</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 	<p>Separate Pupil Equity Funding Plan.</p> <ul style="list-style-type: none"> - Further develop nurture spaces and support, inside and out, for targeted pupils using Boxall Profile to identify social/emotional needs and track progress - Offer nurture sessions for targeted families, with a termly overview sent home to share focus of learning - Identify pupils and develop Life Experiences group (small group setting) - Develop morning, break and lunchtime support/clubs - Universal (P4-7) teaching of Glow/Microsoft Office digital skills to support learning and teaching and targeted group to reinforce - Curricular challenge and support groups offered for targeted pupils - Cohesive EAL support and interventions planned - Parent workshops and networking opportunities to share effective strategies to support children with EAL, dyslexia and ASN 	<p>Oct 22</p> <p>Sept 22</p> <p>Sept 22</p> <p>Oct 22</p>	<p>New PEF planning tool</p> <ul style="list-style-type: none"> - Boxall Profile will show positive progress over the session - Engagement trackers green for almost all identified pupils - Identified pupils will report 4 and above during daily check ins at nurture groups using the 5 point scale - Progress will be made against targets set out in Nurture termly planning (teacher professional judgement) - Termly pupil self-evaluation questionnaire shows positive responses around attending nurture for support. - Improvement over time during the session from pupil self-evaluation baseline questionnaire - Glasgow Motivation Wellbeing Profile will show positive progress over the session - All identified children will be able to demonstrate how they can use Glow and Microsoft Office tools to support their learning - Phonics International assessments will show progress when assessing EAL interventions - Parent/carer evaluation questionnaire shows positive responses around support available



Courage

Relationships

Relevance

Values

<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To enhance and enrich the learning culture across Linlithgow Cluster schools through collaborative partnership working with a focus on curriculum opportunities, digital learning and opportunities for personal achievement.</p> <p>To strengthen the transition for all children from ELC to P1, providing a seamless experience in environment and learning opportunities, indoors and outdoors</p> <p>All learners will experience high quality play experiences through staff professional development.</p> <p>All learners and staff will be able to identify skills development through play.</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>	<ul style="list-style-type: none"> - Engage with relevant stakeholders across both sectors in cluster to identify areas for collaboration, including S6 pupils supporting in primary sector and primary classes utilising secondary facilities and expertise - My World of Work secondary ambassadors to deliver sessions with P6 and P7 pupils. - Provide shared opportunities to deliver DYW aims including a cluster Careers Fayre - Create a cluster digital learning standards framework - Facilitate networking opportunities to strengthen and empower parents and community partners - Provide opportunities for pupils to lead and inform change across the cluster using HGIOURS (Cluster Council) - Use How Good Is Our Play for Learning Toolkit to support in evaluating and enhancing ELC to P1 pedagogical practices and to develop play experiences, interactions and environment, indoors and outdoors - Devise an action plan to ensure a seamless experience for all pupils - Further develop early level experiences between ELC and P1 which will enhance transition - Take part in Woodwork pilot with WL College to support staff with developing effective learning experiences for ELC to P7 - Further develop play from ELC to P7 using the Springfield Suitcase of Skills - Revise play policy with all, to ensure shared understanding and consistency from ELC to P7 - Continued staff training and drop ins throughout the session - Further develop staff ability to support, challenge and extend play - Share play pedagogy with parents/carers. - Run play sessions for families 	<p>Nov 22</p> <p>June 23</p> <p>Dec 22</p> <p>Oct 22</p> <p>April 23</p> <p>Oct 22</p> <p>Oct 22</p> <p>Jan 23</p>	<ul style="list-style-type: none"> - Pupil and parental questionnaires at key stages will reflect views of an effective transition - Almost all children will be within the cluster digital framework when moving onto secondary school - Almost all children will be able to articulate the range of skills needed for My World of Work and explain career paths they have an interest in, and how to achieve them - Quality improvement will reflect a shared pedagogy evident in environment and learning experiences, indoors and outdoors across Early Level (ELC to P1) - Learner conversations will show that all learners can identify skills being developed through woodwork projects - Almost all P1-7 learners can name the skills they are developing during play and can explain what these skills mean and how they can use them in their everyday lives – now and in the future - Suitcase of Skills Padlet for each class will show evidence of a range of play experiences where children can articulate the skills they have been developing - Quality improvement will show all staff can sensitively support, extend and challenge play
--	---	--	--	--



Courage

Relationships

Relevance

Values