



Parkhead Primary School

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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

PRIORITY:

To improve our curriculum offer to meet the needs of our Parkhead Learners & strengthen the 4 capacities.

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO...

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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING



CONTEXT & FACTORS

PRIORITY:

To improve our curriculum offer to meet the needs of our Parkhead Learners & strengthen the 4 capacities.



WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS **CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?**

SCHOOL (LEARNERS)

- Continuing increasing school roll due to ongoing house building
- Addressing Action Points identified in school's Self Evaluation procedures
- WCHS Cluster Improvement Priorities
- Equity Priorities

STANDARDS AND QUALITY REPORT

LOCAL AUTHORITY & CLUSTER

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

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



VISION & VALUES

PRIORITY:

To improve our curriculum offer to meet the needs of our Parkhead Learners & strengthen the 4 capacities.



HOW DOES THE SPECIFIC IMPROVEMENT PRIORITY FURTHER THE VISION AND VALUES OF THE SCHOOL?

SCHOOL VISION

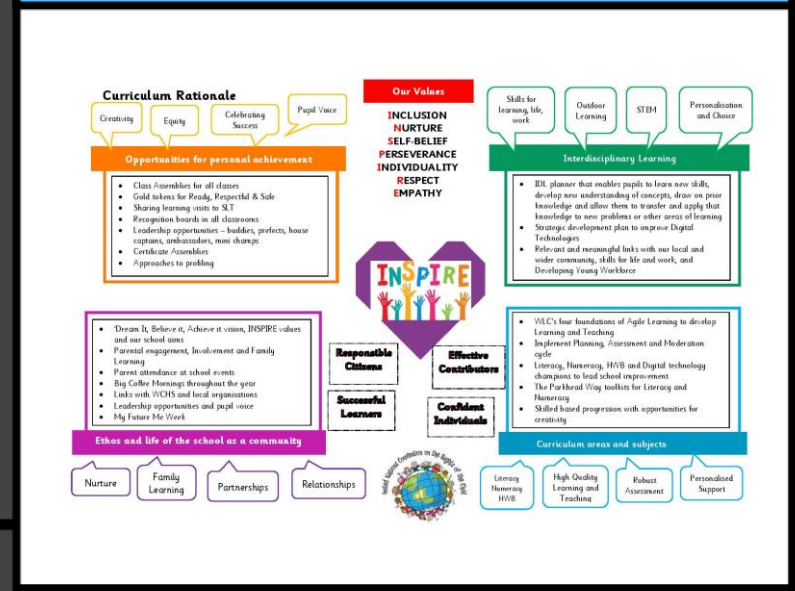
Working together to nurture every child towards reaching their full potential and enabling them to have the skills and confidence to embrace the world we live in.

SCHOOL VALUES

INSPIRE values

Inclusion, Nurture, Self-belief, Perseverance, Individuality, Respect, Empathy

CURRICULUM RATIONALE



Our focus for 2024/25 is to ensure our curriculum is fit for purpose to enable our Parkhead learners to develop skills for life, learning and work and demonstrate our school INSPIRE values

PROVIDE A BRIEF BLURB CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.



SUPPORTING
DATA

PRIORITY:

To improve our curriculum offer to meet the needs of our Parkhead Learners & strengthen the 4 capacities.



WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?

DATA ANALYSIS STATEMENT:

Curriculum planning and delivery is not proportionate with a broad range of Experiences and Outcomes

2.3 Learning and Teaching graded good

There is a need to increase opportunities for children who have more autonomy in their learning. Our curriculum needs to be better tailored to our unique context

57% of learners in P5 – P7 report that staff regularly set targets for learning and support them to improve

60% of learners in P5 – P7 report that they find learning enjoyable

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

Focus Groups

Learning Walks

QI Feedback

Staff, Learners

Learning Walks

QI Feedback

Ethos survey

Observations

QI Feedback

Ethos Survey

Ethos Survey

HIGHLIGHT IMPORTANT HEADLINE DATA ANALYSIS STATEMENTS RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED



ACTIONS & INDICATORS

PRIORITY:

To improve our curriculum offer to meet the needs of our Parkhead Learners & strengthen the 4 capacities



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 1. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS:

- Planning evolves to meet the needs of all learners across all curricular areas
- Review IDL projects to ensure a breadth of Es & Os and pupil voice is evident
- Use service design tools to audit our curriculum offer
- All staff using 'The Parkhead Way' to inform planning and assessment in Literacy and Numeracy
- Visit to other primary schools to investigate 4 part lesson model to ensure consistency across all classrooms

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

- Short life working group to review and develop planning formats for all curricular areas (not Literacy and Numeracy) – long term and medium term plans
Staff
October 2024
- Professional discussion focused on increasing opportunities for learner voice at planning stages. What do we do well and what needs improved?
Staff
October 2024
- Annual planning – CTs agree on common contexts for learning through the year taking local context and world events into account
Staff
September 2024
- Undertake review of timetabling to ensure learners are experiencing a broad general education All staff to trial a 2 week planning format
DHT
October 2024
- Time built into the yearly calendar for SLT to QA teacher planning, timetabling and pupil work to ensure learners are receiving their entitlement
HT
August 2024

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR: RAG:

- There is a consistency to approaches for planning across the whole school for all curricular areas
- Children will be leading learning by influencing learning opportunities at the planning stage
- Planning will be more relevant and take into account our unique context
- Learner conversations and observations will evidence that children are receiving their entitlement to BGE
- Consistency for all learners experiences developed across all levels

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW SUCCESS



ACTIONS & INDICATORS

PRIORITY:

To improve our curriculum offer to meet the needs of our Parkhead Learners & strengthen the 4 capacities.



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 2. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS ACTIONS:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

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DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS



ACTIONS & INDICATORS

PRIORITY:

To improve our curriculum offer to meet the needs of our Parkhead Learners & strengthen the 4 capacities.



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 3. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4

FUTURE ACTIONS ACTIONS:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

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●		👤	
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DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS



SCHOOL IMPROVEMENT PRIORITY



Parkhead Primary School

ACTIONS & INDICATORS

PRIORITY:
To improve our curriculum offer to meet the needs of our Parkhead Learners & strengthen the 4 capacities.



WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 4**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR

FUTURE ACTIONS ACTIONS:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

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DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR:

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

RAG:

REVIEW SUCCESS

YEAR: 2024/25



A CURRICULUM
for EXCELLENCE

PRIORITY:

To improve our curriculum offer to meet the needs of our Parkhead Learners & strengthen the 4 capacities.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

LEARNERS:

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas
- Use literacy, communication and numeracy skills
- Use technology for learning
- Think creatively and independently
- Learn independently and as part of a group
- Make reasoned evaluations
- Link and apply different kinds of learning in new situations

INDIVIDUALS:

- Self-respect
- A sense of physical, mental and emotional well-being
- Secure values and beliefs
- Ambition
- Relate to others and manage themselves
- Pursue a healthy and active lifestyle
- Be self-aware
- Develop and communicate their own beliefs and view of the world
- Assess risk and make informed decisions
- Achieve success in different areas of activity

CITIZENS:

- Respect for others
- Commitment to participate responsibly in political, economic, social and cultural life
- Develop knowledge and understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- Make informed choices and decisions
- Evaluate environmental, scientific and technological issues
- Develop informed, ethical views of complex issues
- Make reasoned evaluations

CONTRIBUTORS:

- An enterprising attitude
- Resilience
- Self-reliance
- Communication in different ways and in different settings
- Work in partnership and in teams
- Take the initiative and lead
- Apply critical thinking in new contexts
- Create and develop
- Solve problems

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)



QUALITY INDICATORS

PRIORITY:

To improve our curriculum offer to meet the needs of our Parkhead Learners & strengthen the 4 capacities.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

1.3 Leadership of change

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

2.2 Curriculum

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

2.3 Learning, teaching and assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

3.2 Raising attainment and achievement

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

1.5 – Management of resources to promote equity

2.5 – Family Learning

3.3 – Increasing creativity and employability



SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)



SCHOOL IMPROVEMENT PRIORITY



Parkhead Primary School

NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

To improve our curriculum offer to meet the needs of our Parkhead Learners & strengthen the 4 capacities.



HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?



SCHOOL AND ELC IMPROVEMENT



SCHOOL AND ELC LEADERSHIP



TEACHER AND PRACTITIONER PROFESSIONALISM



PARENTAL ENGAGEMENT



CURRICULUM AND ASSESSMENT



PERFORMANCE INFORMATION

Placing the human rights and needs of every child and young person at the centre of education

THROUGH

Improvement in all children and young people's health and wellbeing

THROUGH

Improvement in skills and sustained, positive school leaver destinations for all young people

THROUGH

Improvement in attainment, particularly in numeracy and literacy

THROUGH

Closing the attainment gap between the most and least disadvantaged children and young people

THROUGH



(SELECT NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY)

YEAR: 2024/25



BIGGER PICTURE

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE IMPORTANT TO NOTE?



YEAR2

- Learners' achievements in and out of school are recorded and recognised. They recognise how these achievements help them develop knowledge and skills for life, learning and work.
- Further develop moderation cycle to identify learning priorities with appropriate pace and challenge
- Review and develop our STEM curriculum
- Work towards achieving Silver UNCRC accreditation

YEAR3

- Develop metaskills assessment framework
- Review and develop opportunities to track and monitor skills development across the school
- Develop the use of profiling
- Review and develop our RME curriculum

YEAR4

- Increase opportunities for leadership and autonomy across the school
- Increase partnership links to widen learning and inclusion opportunities

(YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**)



ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link  to view our ELC Action Plan.



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 to improve literacy, numeracy and health and wellbeing.

Please follow this link  to view our PEF Summary and find out more about our use of funding.