



Parkhead Primary School

CONTEXT & FACTORS
PAGE 2

VISION & VALUES
PAGE 3

SUPPORTING DATA
PAGE 4

ACTIONS & IMPACT
PAGE 5-8

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

PRIORITY:

To bring our Parkhead curriculum alive! To develop an innovative, relevant and engaging curriculum to meet the unique needs of our Parkhead learners.

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

ELC ACTION PLAN
PAGE 13

PEF STATEMENT
PAGE 14

CURRICULUM for EXCELLENCE
PAGE 9

QUALITY INDICATORS
PAGE 10

NATIONAL IMPROVEMENT FRAMEWORK
PAGE 11

BIGGER PICTURE
PAGE 12

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



Parkhead Primary School

CONTEXT & FACTORS

PRIORITY:
To bring our Parkhead curriculum alive! To develop a relevant and engaging curriculum to meet the unique needs of our Parkhead learners.



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
- Moderation Cycle and Assessment
- NIF/ SAC/ National Improvement Hub / Raising Attainment for All
- Pupil Equity Funding/Equity Audit
- HGIIOS4 and HGIOELC National Standard for ELC,
- 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: NIF
- Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022



VISION & VALUES

PRIORITY: *To bring our Parkhead curriculum alive! To develop an innovative, relevant and engaging curriculum to meet the unique needs of our Parkhead learners.*



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

SCHOOL VISION

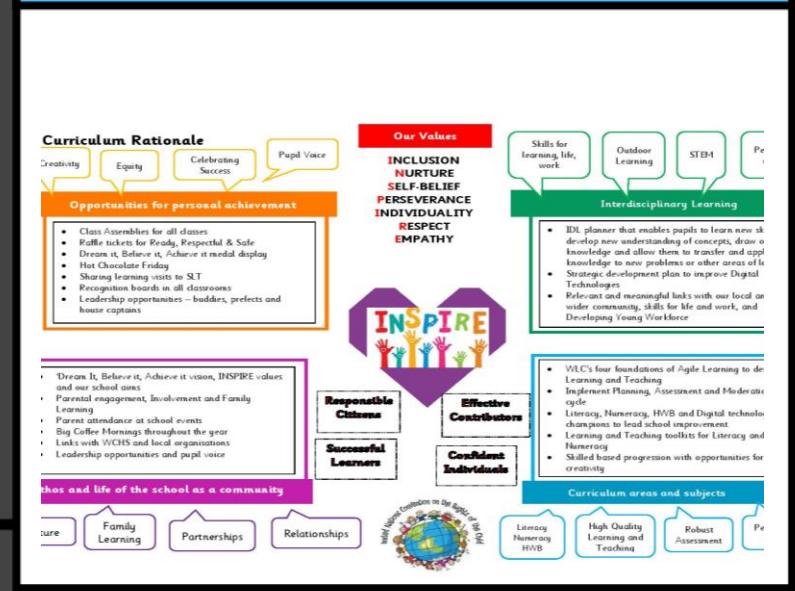
Working together to nurture every child towards reaching their full potential and enabling them to have the skills and confidence to embrace the world we live in.

SCHOOL VALUES

INSPIRE values

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

CURRICULUM RATIONALE



Our focus for 2023/24 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 bring our Parkhead curriculum alive! To develop a relevant and engaging curriculum to meet the unique needs of our Parkhead learners.



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

DATA ANALYSIS STATEMENT:

88% of formal observations last session were Literacy or Numeracy lessons. 12% were focused on other curricular areas

78% of children reported that they take part in Literacy and Numeracy lessons weekly with only 5% taking part in music lessons, 4% in drama lessons and 10% in outdoor learning lessons

72% of learners in P5-P7 report that staff regularly set targets for learning and support them to improve

90% of children feel Literacy and Numeracy are the most important subjects with 88% stating Expressive Arts are the least important subjects to be taught at school

100% of staff feel the curriculum is overcrowded and 60% of staff feel our current curriculum doesn't allow opportunities to develop creativity

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

	Classroom observations	VSE observations
Huddle Assembly Feedback		
Ethos Survey		Ethos Survey
Huddle Assembly Feedback		Huddle Assembly Feedback
Staff 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 bring our Parkhead curriculum alive! To develop a relevant and engaging curriculum to meet the unique needs of our Parkhead learners.



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:

Parent workshops to share approaches to Reading and Writing

Staff to further develop an understanding of assessment in numeracy

To develop parent friendly resources to support self regulation at home

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

PLANNED ACTIONS:

1 To continue to develop 'The Parkhead Way' – Our strategy for raising Attainment in Literacy

Hannah McGinlay
 October 2023

2 To continue to develop 'The Parkhead Way' – Our strategy for raising Attainment in Numeracy

Karen Thomson
 October 2023

3 To continue to support children to develop skills to self-regulate to ensure they are ready to learn – further develop Zones of Regulation

Hollie Dobie
 October 2023

4

5

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

SUCCESS/IMPACT INDICATOR: RAG:

Observations will show a more consistent approach to teaching reading and writing

A

Observations will show a more consistent approach to teaching Numeracy

A

All staff and children are using a consistent approach to language to support self-regulation

G

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

REVIEW SUCCESS



Parkhead Primary School

ACTIONS & INDICATORS

PRIORITY:

To bring our Parkhead curriculum alive! To develop a relevant and engaging curriculum to meet the unique needs of our Parkhead learners.



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:

Embed profiling of learning with pupil voice at the centre – snapshot jotters to share learning and target set termly – our Parkhead Learning journey

Work with the Equity Team to further develop our approaches to an equitable classroom

Apply for Digital Schools Award

Introduce peer mediation

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

PLANNED ACTIONS:

5 Create an approach to profiling that enables children to talk about and share with families, who they are as a learner, where they are in their learning and where to next
Rebekah Moses
January 2024

6 To ensure every classroom in Parkhead is an inclusive classroom
All Staff
January 2024

7 To further embed approaches to digital learning
Keith Jeffrey
January 2024

8 To provide opportunities for learner participation at all levels developing leadership skills through a range of groups and classroom practices
Rebekah Moses
January 2024

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

SUCCESS/IMPACT INDICATOR:

An increase in the number of children reporting they have a clear understanding of their learner journey

The majority of children report feeling valued supported and challenged.

The majority of classroom observations demonstrate high quality learning experiences with a relevant, engaging use of digital technologies

There will be an increase in engagement levels across all stages

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

RAG:

R

A

R

R

REVIEW SUCCESS



Parkhead Primary School

ACTIONS & INDICATORS

PRIORITY:

To bring our Parkhead curriculum alive! To develop a relevant and engaging curriculum to meet the unique needs of our Parkhead learners.



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:

- Develop Outdoor Learning Policy
- Peer observations – an inclusive classroom
- Develop our rationale for play @ Parkhead
- Use framework to monitor wider achievement and identify gaps for groups of learners who are not engaging in any wider achievement
- Create visual representation of curriculum rationale

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

PLANNED ACTIONS:

- 9** Ensure our outdoor spaces are used effectively to strengthen our ethos and culture of inclusion, participation and positive relationships. All staff. March 2024.
- 10** Meeting the needs of all pupils – develop approaches to adaptive teaching – focus on content. All staff. March 2024.
- 11** Our approach to play based pedagogy supports the development of creativity skills. All staff. March 2024.
- 12** To develop a system to track wider achievement. SLT. March 2024.
- To ensure all stakeholders are clear about what the school is trying to achieve through it's curriculum – review curriculum rationale.

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

SUCCESS/IMPACT INDICATOR: RAG:

- Children's self confidence, self esteem and ability to work cooperatively will increase and children will develop a positive attitude to learning.
- Staff are more confident at planning for differentiation through adaptive learning, teaching and assessment to meet the needs of all learners in their class.
- Staff report an increase in confidence to develop stage / age appropriate play opportunities.
- All learners will have access to extra-curricular and leadership opportunities.
- Staff will have a greater awareness of current curriculum guidance to allow us to develop a more creative and relevant curriculum.

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

REVIEW SUCCESS



ACTIONS & INDICATORS

PRIORITY:

To bring our Parkhead curriculum alive! To develop a relevant and engaging curriculum to meet the unique needs of our Parkhead learners.



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:

- Increase opportunities for creativity and innovation through IDL and partnership working to allow pupils to demonstrate skills across the 4 contexts of learning
- Work with the Equity Team to further develop our approaches to an equitable classroom
- Development of Parkhead expectations for drama and music
-
-

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

PLANNED ACTIONS:

- 13** Develop staff understanding of IDL and project based learning – looking outwards Vicky Fish May 2024
- 14** Practitioners will continue to develop their understanding of agile approaches and environments in order to further promote learner agency and autonomy Rebekah Moses May 2024
- 15** Research approaches to teaching drama and music All staff May 2024
- 16** Our families are provided with opportunities to attend and engage with family learning workshops Rebecca Savage May 2024
-

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

SUCCESS/IMPACT INDICATOR: RAG:

- Children will demonstrate skills of self management, social intelligence and innovation
- Learners will be increasingly active and responsible participants in their learning journey.
- All staff are confident in expectations for drama, music, art and dance
- The majority of parents who attend family learning workshops report an increase in confidence in supporting their child with learning at home
-

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

REVIEW SUCCESS



Parkhead Primary School

A CURRICULUM
for EXCELLENCE

PRIORITY:

To bring our Parkhead curriculum alive! To develop a relevant and engaging curriculum to meet the unique needs of our Parkhead learners.



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

LEARNERS:

- 4, 6, 9, 11, 12 Enthusiasm and motivation for learning
- 2, 3, 5, 8 Determination to reach high standards of achievement
- 4, 5, 8, 9, 14 Openness to new thinking and ideas
- 2, 3, 5, 16 Use literacy, communication and numeracy skills
- 1, 5, 6, 7, 10, 13 Use technology for learning
- 8, 9, 11, 13, 15 Think creatively and independently
- 6, 8, 10, 11, 14 Learn independently and as part of a group
- 4, 5, 8 Make reasoned evaluations
- 3, 7, 8, 9, 11, 13 Link and apply different kinds of learning in new situations

INDIVIDUALS:

- 4, 6, 8, 9 Self-respect
- 4, 6, 9 A sense of physical, mental and emotional well-being
- 1, 6 Secure values and beliefs
- 2, 3, 5, 8, 12 Ambition
- 4, 5, 8, 14 Relate to others and manage themselves
- 4, 9, 13, 15 Pursue a healthy and active lifestyle
- 4, 5, 8, 12 Be self-aware
- 5, 8, 12, 13 Develop and communicate their own beliefs and view of the world
- 8, 9, 14 Assess risk and make informed decisions
- 2, 3, 8, 10, 12 Achieve success in different areas of activity

CITIZENS:

- 4, 6, 8, 10 Respect for others
- 1, 6, 8, 14, 16 Commitment to participate responsibly in political, economic, social and cultural life
- 1513, Develop knowledge and understanding of the world and Scotland's place in it
- 13, 15 Understand different beliefs and cultures
- 5, 8, 12, 14 Make informed choices and decisions
- 1, 7 Evaluate environmental, scientific and technological issues
- 1, 6, 8, 14 Develop informed, ethical views of complex issues
- 1, 6, 8, 14 Make reasoned evaluations

CONTRIBUTORS:

- 5, 8, 12, 13, 14 An enterprising attitude
- 4, 13 Resilience
- 4, 13 Self-reliance
- 5, 8, 12, 14 Communication in different ways and in different settings
- 6, 8, 9, 13, 14 Work in partnership and in teams
- 5, 8, 13, 14, 16 Take the initiative and lead
- 8, 9, 1,, 13 Apply critical thinking in new contexts
- 5, 7, 8, 11, 13 Create and develop
- 7, 8, 13, 14 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 bring our Parkhead curriculum alive! To develop a relevant and engaging curriculum to meet the unique needs of our Parkhead learners.



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

1.3 Leadership of change

1, 4, 6

Developing a shared vision, values and aims relevant to the school and its community

2, 3, 5, 7, 10, 12

Strategic planning for continuous improvement

2, 3, 5, 7, 10, 12

Implementing improvement and change

2.2 Curriculum

1, 2, 3, 7, 9, 11, 13, 15

Rationale and design

1, 2, 3, 7, 9, 11, 13, 15

Development of the curriculum

2, 3, 7, 9, 11, 13, 15

Learning pathways

5, 7, 8, 11, 12, 13

Skills for learning, life and work

2.3 Learning, teaching and assessment

2, 3, 9, 11, 13, 15

Learning and engagement

2, 3, 7, 11,

Quality of teaching

2, 3,

Effective use of assessment

2, 3, 5, 12

Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

4, 6, 10

Wellbeing

1,

Fulfilment of statutory duties

6, 8, 10, 12

Inclusion and equality

3.2 Raising attainment and achievement

2, 3

Attainment in literacy and numeracy

2, 3

Attainment over time

2, 3, 5

Overall quality of learners' achievement

6, 8, 10, 12

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



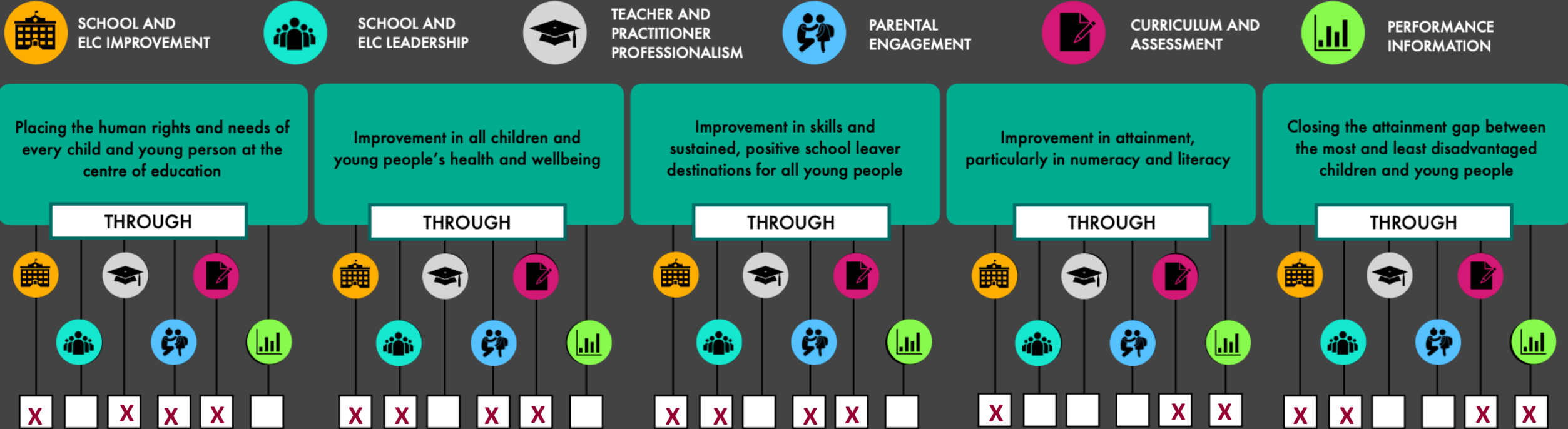
Parkhead Primary School

NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:
To bring our Parkhead curriculum alive! To develop a relevant and engaging curriculum to meet the unique needs of our Parkhead learners.



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



(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: 2023/24



BIGGER PICTURE

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



YEAR2

2.5 – Family Learning

Engaging families in learning

Early intervention and prevention

Quality of family learning programmes

2.7 – Partnerships

The development and promotion of partnership

Collaborative learning and improvement

Impact on learners

YEAR3

3.3 - Increasing Creativity and Employability

Creativity skills

Digital innovation

Digital literacy

Increasing employability skills

Pupil Voice / Learner Agency

YEAR4

2.4 – Personalised Support

Universal support

Targeted support

Removal of potential barriers to learning

(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.