

BANKTON PRIMARY SCHOOL IMPROVEMENT PLAN

2024 / 2025



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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

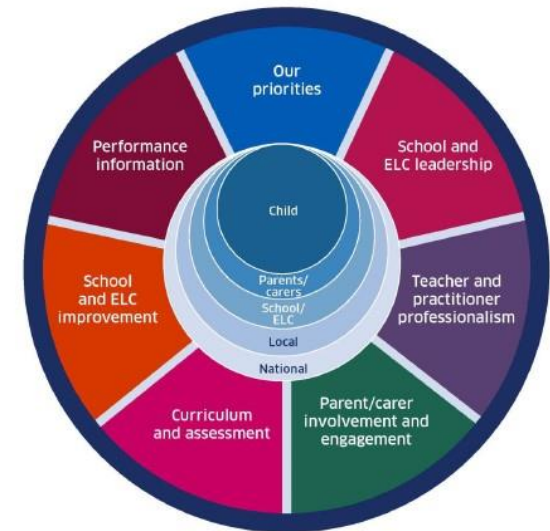
Local Authority Factors

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



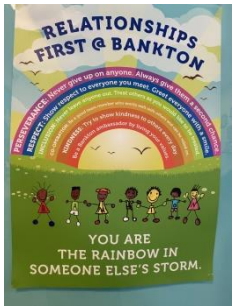
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Vision, Values and Aims



In Bankton Primary, we create a nurturing school environment, developing learners with confidence, perseverance and resilience and a positive attitude to learning.

We provide opportunities to promote independence through pupil voice and agency using real, relevant contexts for learning to prepare our children for learning, life and work.

Our school values of *Respect*, *Perseverance*, *Kindness*, *Inclusion* and *Co-operation* are central to all that we do.

Our Aims are:

- ✚ To develop, promote and sustain an aspirational vision which underpins our continuous improvement
- ✚ To develop leadership at all levels, ensuring that learners, parents/carers, pupil supports staff and teachers are an integral part of school improvement
- ✚ To ensure high engagement and motivation of all learners through shared expectations and consistent standards
- ✚ To engage with our parents/carers and community in joint working to fully support our learners
- ✚ To ensure all learners make good progress from prior levels of attainment through robust tracking and monitoring
- ✚ To analyse and use a range of data to ensure every child leaves Bankton having achieved their full potential

Curriculum Rationale

(link to school's Refresh Curriculum Rationale below)

[Bankton PS Curriculum Rationale](#)



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

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

As a school community, we have continued to grow with new house-building occurring in our catchment area; due to our integral school values, our new families have settled well in their new learning community. We have had a strong emphasis on Literacy, Numeracy, Health and Wellbeing and IDL (Bankton Projects). Our approach to our Projects has our learners as planners and independent thinkers, promoting creativity skills i.e problem solving, imagination, curiosity and open-mindedness with metaskills focus throughout. Our continued focus on creativity has been cemented through our Fascinating Fridays, our Bankton Projects and our work on STEM. The emphasis on Children's Rights is demonstrated through our weekly assemblies, class learning and pupil voice/choice throughout the school.

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

- **CfE** – Our data shows that overall, most of our children are attaining the national expectation for literacy and numeracy. Throughout the school we have 15% of learners with EAL who receive targeted support and have made progress from prior levels. Targeted support currently in P5 (P6 next session) for literacy will continue with the increased use of digital tools to support learning. Universal support will be in place for numeracy/maths through the use of practical approaches and a consistent approach being adopted throughout the school.
- **Early Years Trackers** - By the end of P1, most children attain the expected CfE level in Reading, Writing, Listening and Talking, Numeracy and Mathematics.
- **Wellbeing** – Self Reporting analysis in Health and Wellbeing highlights that almost all learners self-report feeling safe, included, responsible, active, nurtured and healthy. There are strategies and supports in place for any child who may self-report otherwise including working closely with parents/carer and health partners. Our P5-7 Ethos surveys highlight positive responses and 100% of our children reported that they feel safe in Bankton.
- **Engagement** – Our engagement and participation data shows that almost all learners are on track. Our classroom observation have confirmed that almost all of our learners are engaged, having been part of the planning process for their learning. Our learners have access to a high number of digital devices across the school which included accessibility tools for EAL. Our support team ensures, through regular assessments and professional dialogue, that our learners receive support when needed.

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

- Increase H&W vocabulary and knowledge of resilience and mindfulness
- Refreshed approach to H&W and the introduction of a new resource
- Targeted support with English for our new families
- Learning for sustainability and knowledge of the world around them
- Use of updated accessibility tools for Writing- digital
- Improvement in maths with the use of Introduction of Building Thinking Classrooms



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Bankton 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	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <ul style="list-style-type: none"> ➤ All learners will experience nurturing and inclusive learning environments where there is a culture of pupil voice and non-discrimination <p>(Placing the human rights and needs of every child and young person at the centre of education)</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"> • Use the Youth Voice Charter throughout the school to strengthen work in this area with a common vocabulary established in UNCRC Right of the Child • Introduction of a new whole school H&W programme to ensure progression and consistency across the school • Personal Profiles will be updated to reflect guidance from Ed Scotland in September • H&W Champs will meet regularly and organise assemblies and health focus weeks • Pupil voice and choice will continue to be central to our curriculum with Class Councils, Fascinating Fridays, consultative planning and learner conversations • Planning and moderation systems are in place to support staff • Continue to develop an ethos of inclusion and non-discrimination providing opportunities to explore and celebrate diversity • Global goals to feature in long, medium and short term planning 	<p>Aug-Jun</p> <p>Aug-Jun</p> <p>September</p> <p>Aug-Jun</p>	<p>Learners will be using common vocabulary highlighting UNCRC/Youth Voice Charter</p> <p>Personal Profiles will reflect learners achievements and journey</p> <p>Observations using the Leuvens scale/ Glasgow Motivational Tool will highlight positive learner engagement</p> <p>Evident through class observations and moderation, learners speaking confidently about the Global Goals</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <ul style="list-style-type: none"> ➤ All learners receive regular, well planned learning in Mathematics (Beyond Number) with a commitment to providing appropriate progression in learning through the consistent use of the WL Progression Pathways and practical approaches 	<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"> • Introduce 'Building Thinking Classrooms' for numeracy • Use of practical numeracy/maths approaches throughout the school through CLPL • Raise the profile of Number Talks and Number routines again • Targeted support for Writing with regular moderation and dialogue to monitor progress 	<p>Aug/Sep</p>	<p>Through learning walks, professional dialogue and attainment, learners will demonstrate and increased knowledge of number process</p> <p>CLPL – Building Thinking Classrooms and evaluations/professional dialogue</p> <p>Moderate through class visits and learner conversations</p>



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<p>(Placing the human rights and needs of every child and young person at the centre of education)</p> <p>➤ All learners receive regular, well planned learning in Listening and Talking and with a commitment to providing appropriate progression in learning</p>		<ul style="list-style-type: none"> • Relevant UNCRC articles will be highlighted during planning, learning and teaching • Talking and Listening programme introduced in P1-3 and with EAL learners to increase vocabulary • Talking and Listening programme introduced to P4-7 to increase vocabulary and awareness of current affairs • Reading and Writing linked to Bankton Projects contexts to bring meaning to learners • Continue work on raising awareness of racial literacy • Bankton Personal Projects to run from August in P5-7 to motivate learners to write and read in context • Targeted support for EAL learners with the use of digital tools for literacy and numeracy • Targeted support for learners throughout the school for literacy and numeracy 	<p>Aug-Jun</p> <p>Dec</p> <p>Sep-Jun</p> <p>Sep</p> <p>Aug-Jun</p>	<p>Support meetings/attainment meetings/E&E meetings will be used to monitor incremental targets.</p> <p>Learner conversations and learners ability to make links</p> <p>Increase from baseline vocabulary assessments, individual writing targets progress</p> <p>Staff moderation and dialogue sessions to plan and assess progress using baselines and assessment data.</p> <p>Use of progression pathways, individual targets set and assessment data to show increased vocabulary impacting on attainment data.</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>To engage and support learners in literacy and numeracy to make progress in learning and increase confidence</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> ☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ 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 (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>		<p>Documented in PEF Plan</p>



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<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>➤ To develop a range of skills for learning, life and work through pupil voice, Learning for Sustainability and digital learning.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> ☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information 	<ul style="list-style-type: none"> • Learning for Sustainability focus to be threaded through our Bankton Projects • Bankton Personal Projects introduced from P5-7 with pupil voice and choice at its centre with STEM focus, using PBL approaches • All classes will adopt a Bankton Citizen role, taking on local/global issues • Metaskills will continue to be reflected within all learning and in Personal Profiles • All classes taking part in Outdoor Learning, using the local community with each class taking on a Community Champion role • UNCRC/RRS school Champions to lead learning and meet with the learner reps to prepare for Gold RRS award • Assemblies used to promote UNCRC/RRS/Learning for Sustainability, led by learners and Champions 	<p>Aug</p> <p>Aug</p> <p>Sep</p> <p>Aug</p> <p>Sep</p> <p>Aug</p> <p>Aug-Jun</p>	<ul style="list-style-type: none"> • Review of planning through E&E and staff dialogue showing learners have increased understanding of LfS and continuation of CLPL on LfS for staff • Learners applying skills from other curricular areas within their Projects • Learners able to discuss their community and their place in the world – responsible citizens • Happy and Healthy @Bankton self-evaluations will positively reflect pupil voice/agency • Learners will be able to discuss UNCRC and how it impacts them, through Class Councils, Assemblies and Learner Conversations
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