

# BOGHALL PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

2024 / 2025



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## Factors Influencing the Improvement Plan

### School Factors – Self-Evaluation using How Good is Our School? 4<sup>th</sup> Edition

#### **QI 1.1 - Self-evaluation for self-improvement**

- Continue to develop approaches to engage children, parents/carers and partners in the self-evaluation process.

#### **QI 1.3 - Leadership of change:**

- Continue to develop approaches to engage children, parents/carers and partners in the self-evaluation process.
- Further develop opportunities for teachers to share practise and engage in professional dialogue.

#### **QI 2.3 - Learning, teaching and assessment:**

- Continue to development a system to track and monitor learners' achievements and participation in and out of school.
- Continue to develop teacher, peer and self assessment and feedback in writing.
- Continue to develop writing stamina across the school
- Continue to develop pupil profiling and children's ability to discuss strengths and next steps.
- Continue to develop high-quality outdoor learning and implement Outdoor Learning Framework.
- Continue to develop high quality learning and teaching through the embedding of our Learning, Teaching and Assessment Framework
- Continue to develop approaches in all classes to support all learners.
- Review Homework Framework

#### **QI 2.5 Family Learning**

- Develop curriculum events linked to current priorities.

#### **QI 3.1 - Ensuring wellbeing, equality and inclusion:**

- Develop school Anti- Bullying Policy through our Promoting Positive Relationships Framework
- Continue to improved attainment for groups and individuals facing barriers to learning, including poverty.
- Continue to develop the use of wellbeing surveys and children's engagement with One Trusted Adults

#### **QI 3.2 - Raising attainment and achievement:**

- Continue to demonstrate progress over time through robust tracking of attainment in all curriculum areas and at all stages.
- Continue to empower children to have a say in the quality of their learning experiences and how to improve.
- Continue to develop opportunities for children to apply and increase their achievements through active participation in their local community.



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## Bathgate Cluster Improvement Priorities:

- Develop a common approach to building thinking skills in numeracy across our cluster focusing on the BGE.

Through our quality assurance and self-evaluation processes the following priorities have been identified for 2024/25:

	Universal	Targeted
<b>Improvement in all children and young people's wellbeing</b>		
Review and develop of our Anti Bullying Policy within our Promoting Positive Relationships Framework	√	
Continue to develop the tracking and monitoring of children's wellbeing through the use of HWB surveys	√	
<b>Raising attainment for all, particularly in literacy and numeracy(universal)</b>	<b>Universal</b>	<b>Targeted</b>
Improvement in literacy attainment, specifically writing through development of children knowledge of their next steps.	√	
Improvement in numeracy attainment, specifically through the development of maths and numeracy mindsets and mathematical discourse.	√	
<b>Tackling the attainment gap between the most and least advantaged children (targeted)</b>	<b>Universal</b>	<b>Targeted</b>
Continue to promote staff effective use of the range of resources, including digital technologies, to provide appropriate support and challenge for learners.	√	
Continue to improved attainment for groups and individuals facing barriers to learning, including poverty.		√
<b>Improvement in employability skills and sustained, positive school leaver destinations for all young people</b>	<b>Universal</b>	<b>Targeted</b>
Review of Maths and Numeracy Curriculum Rationale and Framework.	√	
Review of Social Studies Framework.	√	
Development of our School Equity Strategy	√	
Embed the Boghall Learning, Teaching and Assessment Framework.	√	
Improve overall quality of children's achievements and improving opportunities for wider achievement.	√	

## Local Authority Factors



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*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? 4<sup>th</sup> 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

### **Our Vision for our Learning Community**

**Our vision is** to dream, believe and achieve!

We are committed to being a learning community renowned for the respect we show each other, in all that we do and in an environment where everyone is welcome, valued and supported. We strive to ensure a calm, positive and safe environment based on good behaviour, self-discipline and respect for others. Our learning and teaching will be of the highest quality and fun for all pupils, providing challenge and enjoyment and developing confidence to realise their full potential.

We seek excellence in developing happy, independent, kind individuals with a positive attitude in a nurturing and engaging environment in partnership with parents/carers and the local community.

Our nursery motto is 'Hand in hand, together we can'. Through the work we do in our nursery we are committed to providing playful, challenging activities that have purpose and develop our children's abilities and encourage each child to play in a safe, confident way whilst exploring risk taking. We endeavour to support all children in their learning according to prior learning and continue to monitor progress throughout the early years

We will actively encourage the motivation and resilience needed for lifelong learning into the world of work.

**Our core values include:** Trust Respect Nurture Ambition Inclusion

### **We aim to:**

- Have trusting relationships that value each other's rights and allows our children to become responsible citizens now and in the future.
- Develop children's positive mind-set to challenge themselves, show endeavour and celebrate the achievements and attainment of all and develop them as confident individuals.
- Develop our curriculum to ensure children's creativity and ambition enables them to develop the critical skills and positive attitudes to become successful learners.
- Work in partnership with parents/cares and other establishments and partners who support the work we do and provide opportunities for our children to gain wider experience, successes and achievement and effectively contribute to their community.

**We are proud to be part of the Boghall Primary and Nursery Community.**



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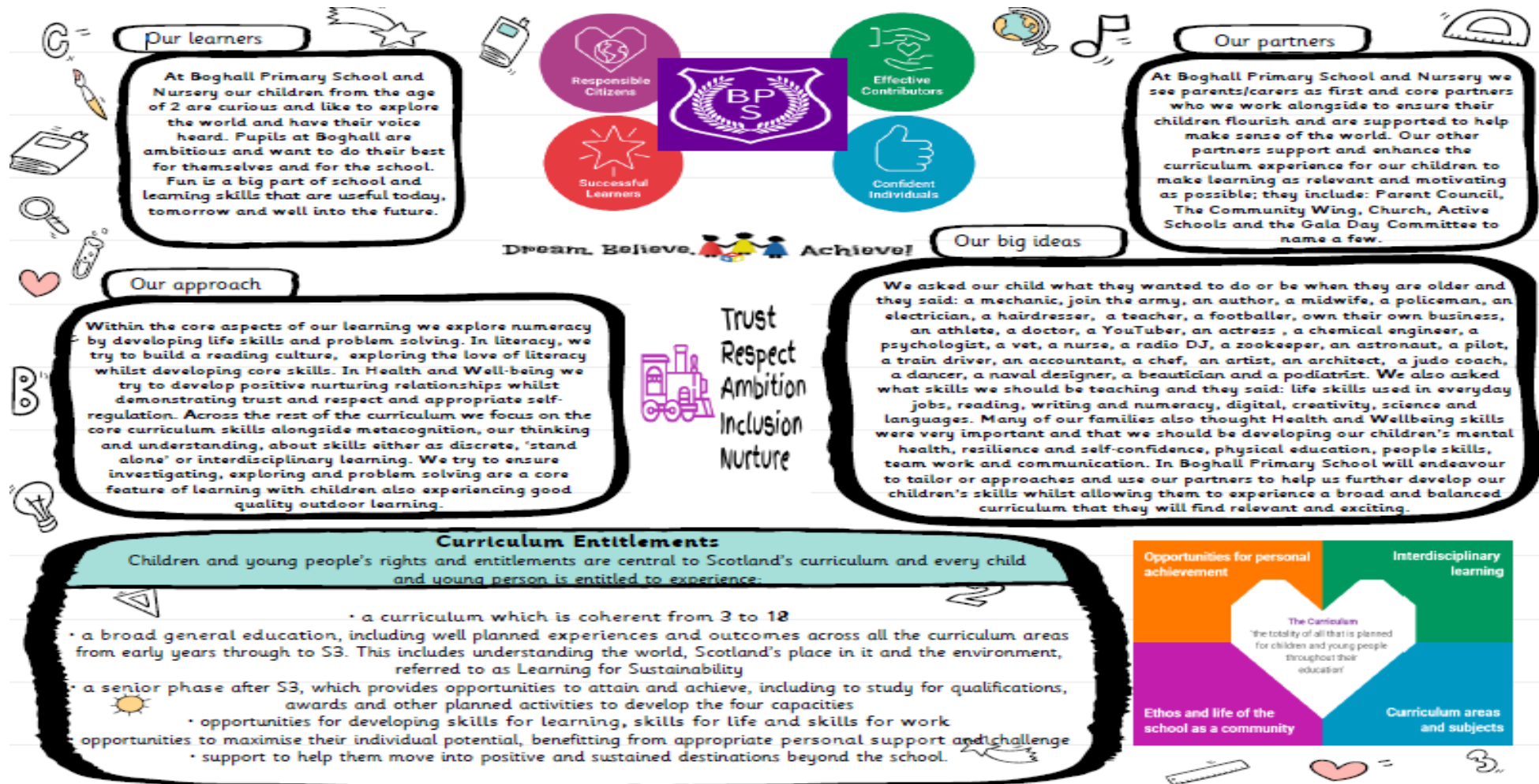
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## Curriculum Rationale

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>



## Contextual Data Analysis and Rationale for 2024/25 School Improvement Plan

### **Background – The context for the learners in your school**

Our school roll is currently 294, made up of 11 classes and our nursery class of 42. We have over 30 members of staff across the school and nursery.

The school Senior Leadership Team includes a Head Teacher, a Depute Head Teacher and a Principal Teacher who are all committed to demonstrating the school vision and values and aims. Within the Scottish Index of Multiple Deprivation (SIMD) 60.96% of the school community live within Quintile 1 and 2. 26.71% of pupils, P4 to P7, are in receipt of Free Meal Entitlement (FME ) and 39.84% receive a clothing grant. As such the school benefits from a significant Pupil Equity Fund. 35.46% of pupils have additional support needs and are on level 2 and 3 of the Continuum of Support, receiving targeted intervention. 14.34% of our school community speak English as an Additional Language.

Our improvement priorities are based on the national priorities in the National Improvement Framework (NIF), the progress we have made with priorities in Session 2023/24 and actions agreed through our self-evaluation. We have evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) with a more in depth look at 1.1 Self-evaluation for self-improvement and 2.5 Family Learning. Our improvement priorities have been identified to respond to the national and local advice and West Lothian's commitment to improving the Agile Learning culture across our school.

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

Across school the majority to most of our children are on track in their learning:

- In P1 most of our children have achieved expected levels in literacy and numeracy at early level.
- In P2 most of our children are on track in their learning in literacy and numeracy.
- In P3 the majority of our children are on tracking in their learning in literacy and most are on track for numeracy.
- In P4 most of our children have achieved the expected levels literacy and numeracy at first level.
- In P5 the majority of our children are on tracking in their learning in literacy and most are on track for numeracy
- In P6 most of our children are on track in their learning in literacy and numeracy.
- In P7 the majority our learners have achieved expected levels in literacy and numeracy at second level.

Analysis of our early years tracker demonstrates the following priorities for children moving into P1 in August 2025:

- Health and wellbeing – sharing and co-operating with others.
- Literacy – I can mark make showing increasing detail and I can express meaning related to this
- Numeracy – I can talk about the properties of 2D and 3D shapes in the world around me.

### **What are our improvement priorities?**

Our overall attainment analysis and self-evaluation highlighted areas that will support us to drive continuous improvement across the school, these areas are writing and mind set within numeracy and mathematics. We will continue to develop our pedagogical approaches to improving these areas during the next session.

Our attainment gaps consist of two main factors; deprivation and children's additional support needs. There does also appear to be gender gaps in attainment at a few stages throughout the school however further analysis of the individual learners' highlights that deprivation and/or additional support needs is the stronger factor in relation to their identified gaps. Our targeted interventions continue to demonstrate added value for almost all children who are engaged in these interventions.



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## What are our improvement priorities?

Boghall Primary School - School Improvement Planning for Ensuring Excellence and Equity				
Priority	NIF Driver	Actions	Timescale	Measures of Success
<b>Improvement in all children and young people's wellbeing:</b>				
<p>All learners have the knowledge and understanding to self-report on the wellbeing indicators and feel sure that their trusted adult will act on their responses.</p> <p>All learners experience an environment which is inclusive and promotes our school values.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></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	<p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>- Continue to develop the tracking and monitoring of children's wellbeing through the development of children's self reporting.</li> <li>- Further development of Positive Relationships and Anti-bullying Policy informed by learner voice (Youth Voice Toolkit).</li> </ul>	<p>Nov 2024</p> <p>April 2025</p>	<p><b>Measure:</b></p> <p>Almost all (90%) pupils will self-report positively using the wellbeing indicators.</p> <p><b>Measures:</b></p> <p>An increased number of learners will report positively on how bullying is addressed through ethos survey.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Raising attainment for all, particularly in literacy and numeracy(universal):</b>				
<p>All learners will experience high quality learning and teaching in Literacy and Numeracy by engaging practitioners in supported professional development.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></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	<p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>- Further development the use of self, peer and teacher assessment in writing to support children to understand their next steps.</li> </ul> <p>Engagement in mathematical discourse and Building Thinking Classrooms approaches to promote learner engagement and growth mindsets through high quality learning tasks.</p>	<p>May 2025</p> <p>May 2025</p>	<p><b>Measures:</b></p> <p>Most learners (75-90%) during learning conversations can talk about their areas of strength and next steps in writing.</p> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• Most learners (75-90%) at identified stages will show an increase in mathematical confidence through their Me As A Learner questionnaire.</li> </ul>



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<b>Tackling the attainment gap between the most and least advantaged children (targeted):</b>				
<b>(Placing the human rights and needs of every child and young person at the centre of education)</b>		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.		Documented in PEF Summary
<b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b>				
All learners will develop knowledge and understanding of skills for life, learning and work through increased opportunities to participate in curriculum planning and decision making groups.	<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	<b>ACTIONS:</b> <ul style="list-style-type: none"> <li>- Embed Boghall Learning, Teaching and Assessment Framework.</li> <li>- Review Maths and Numeracy Curriculum Rationale and Framework.</li> <li>- Review of Social Studies Curriculum Rationale and Framework</li> <li>- Develop School Equity Strategy</li> </ul>	Dec 2024  March 2025  March 2025  Mar 2025	<b>Measures:</b> All professional judgements can be supported by a range of assessment evidence.  <b>Measures:</b> Almost all staff (over 90%) will have a clear understanding of our Maths and Numeracy and Social Studies Curriculum Frameworks and Rationales.  <b>Measures:</b> Almost all staff (over 90%) will have a clear understanding of our equity strategy and how this impacts our learners.
<b>(Placing the human rights and needs of every child and young person at the centre of education)</b>				



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		Improve overall quality of children's achievements and improving opportunities for wider achievement.	Dec 2024	<b>Measures:</b> Most learners (75-90%) are able to talk about their achievements in school.
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