

Education – Improvement Planning Document

Establishment Name:

Whinhill Primary School and Nursery Class

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Signatures:

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| Head of Establishment | LIZ RUDDY | Date | |
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| Quality Improvement Officer | NORMAN GREENSHIELDS | Date | |
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Our Vision, Values and Aims

Our Vision: We aspire to be a centre of excellence where all our children become successful learners, confident individuals, responsible citizens and effective contributors through achieving personal success, developing a love of learning and respect for our core school and nursery values.

Our Values: Confidence, Kindness, Honesty, Responsibility and Respect.

Our Aims:

To create a nurturing school environment where every child feels safe, secure and protected from harm and where they will thrive socially, emotionally and physically.

To ensure that every child feels included, accepted and valued within the community in which they live and learn.

To ensure children achieve their fullest potential through participating in motivating, inspiring and creative experiences which develop their knowledge, skills and attitudes.

To create an environment where children feel confident that their opinions, concerns and goals are listened to, and provide opportunities to take an active role in contributing to the school and nursery community.

To encourage children to feel healthy and happy through access to appropriate resources which encourage, develop, support and sustain a healthy lifestyle, and to participate in a wide range of play, sporting and recreational activities.

To foster high quality leadership at all levels through valuing and empowering all members of the school and nursery community.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2017-2018

Session 2018-2019

Session 2019-2020

Overview of rolling three year plan

| National Priorities | Session 2017/18 | Session 2018/19 | Session 2019/20 |
|--|--|---|---|
| Improvements in attainment, particularly in literacy and numeracy | <ul style="list-style-type: none"> • Visible learning training – Yr 1 • SEAL numeracy devt P3 • Active Literacy – P1-3 | <ul style="list-style-type: none"> • Visible learning training – Yr 2 • SEAL numeracy devt P4/5 • Active Literacy – P4/5 • Review of Curriculum Rationale | <ul style="list-style-type: none"> • Visible learning training – Yr 3 • SEAL numeracy devt P6/7 • Active Literacy – P6/7 • Review of Aifl |
| Closing the attainment gap between the most and least disadvantaged children | <ul style="list-style-type: none"> • Developing parent partnerships • Further develop targeted nurture interventions • Rigorous management of data to inform next steps | <ul style="list-style-type: none"> • Parent partnerships developed to include the wider community • Targeted nurture interventions for senior pupils • Whole school review of strategies for reading | <ul style="list-style-type: none"> • Further development of family learning • Focus on adult learning and provision of opportunities within school |
| Improvement in children and young people's health and wellbeing | <ul style="list-style-type: none"> • Whole school nurturing approaches pilot Yr 1 • Multi agency and legislative focus of GIRFEC • Transitions at all stages | <ul style="list-style-type: none"> • Whole school nurturing approaches pilot Yr 2 • Review of GIRFEC teaching strategies | <ul style="list-style-type: none"> • Whole school nurturing approaches pilot Yr 3 |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | <ul style="list-style-type: none"> • Further development of pupil voice • Implementing strategies from DYW report to enhance skills agenda • Leadership development at all levels | <ul style="list-style-type: none"> • Review curriculum to ensure aspects of an industry focus • Refresh of financial education | <ul style="list-style-type: none"> • Detailed audit and evaluation of skills development |

These should be high level priorities

Pupil Equity Fund –Session 2017-2018

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

Whinhill has a school role of 254 and nursery role of 44, with 180 children in SIMD 1 and 2, and 69 pupils on free school meals. Target cohorts have been identified through SIMD, FME, CFE levels, standardised assessments and professional judgement. Our rationale for proposals is to continue to develop approaches to raise attainment and reduce the poverty related attainment gap. As a focus school for the Scottish Attainment Challenge since 2016 we have already seen early improvements through targeted interventions. Our aim is to build on this through PEF.

We are keen to develop staff pedagogical expertise and plan to build on our early start to adopting strategies which make learning more visible in the classroom. The whole school visible learning programme supplied by Osiris would allow us to work together, as a school team and with our cluster colleagues, evaluating the impact of current approaches and developing new skills. This will allow us to keep our focus on high quality learning and teaching across the school.

We would also continue with the model used through the Attainment Challenge by releasing a member of staff, probably the PT, for part of the week, to allow her to focus on literacy and numeracy strategies for identified groups of children, as well as supporting staff in the use of data, assessments, tracking of progress etc.

Our plan includes employing a youth counsellor/therapist to work with our most vulnerable children providing therapeutic support. We will increase our support staff allocation by employing two additional members of staff, allowing us to target support where it is most needed. We will expand our IT provision to ensure that we could develop digital literacy across the curriculum. This would also allow us to maximise our use of Literacy Toolbox for our targeted pupils.

Our aim is to provide the highest quality learning experiences possible, across the entire school community. To support this, we will access professional learning opportunities for teaching and support staff. This may involve paying for cover or additional hours, as well as training costs. We have already planned to improve our outdoor learning space. We will continue to develop an outdoor classroom and improve the quality of children's outdoor learning experiences in order to enhance their health and wellbeing.

| Project / priority (details of what you are doing and who you are targeting with additional intervention) | Timescale | Details of spend | How will you evidence improvement? |
|---|------------------------|-------------------------|--|
| Develop staff pedagogical expertise in making learning more visible. We will work together as a school team and with cluster colleagues to evaluate methodology and develop new skills. | Aug – June 2018 | £15,000 approx | <ul style="list-style-type: none"> • Oral feedback • Written feedback through training survey • Action research • Sharing practice |
| Release of PT 0.2 attainment to focus on literacy and numeracy strategies and support staff in use of data/assessments. | Aug – June 2018 | £10,000 0.2FTE | <ul style="list-style-type: none"> • Increased attendance and improvements in timekeeping • Increased engagement in learning • Improvements in attainment in literacy and numeracy • Increased positive relationships between families and schools and partners • |
| Therapeutic support from Youth Counsellor or Play therapist for our most vulnerable senior stage children. | Aug – June 2018 | £20,000 approx | <ul style="list-style-type: none"> • Current attendance figures compared with figures from previous years • Feedback from children and teachers. Baseline and measure later on • Boxall before and after intervention |
| Increase in support staff allocation x 2FTE. They will provide targeted intervention for literacy and numeracy. | By Sept till June 2018 | £26,500 2.0 FTE | <ul style="list-style-type: none"> • Numbers of interventions • Numbers of target children in comparison to previous year • Collaborative action research |
| IT provision expansion of 15 laptops to focus on using Literacy toolbox to support children P5-7 | By Oct '17 | £11,000 approx | <ul style="list-style-type: none"> • Oral and written feedback • Survey / questionnaires • Increased attainment in literacy and numeracy |

| Project / priority (details of what you are doing and who you are targeting with additional intervention) | Timescale | Details of spend | How will you evidence improvement? |
|--|-----------------|------------------|--|
| | | | <ul style="list-style-type: none"> • Increased use of digital technology across the curriculum |
| Access of professional learning for support staff to develop their literacy and numeracy skills. | Aug – June 2018 | £3,000 | <ul style="list-style-type: none"> • Oral feedback • Written feedback through training survey • Action research • Sharing practice |
| Improvement in our outdoor space by developing an outdoor classroom and improve the quality of children’s outdoor learning experiences in order to enhance their health and wellbeing. | Aug – Mar ‘18 | £5,000 | <ul style="list-style-type: none"> • Monitor use of space • Feedback from children • Impact on wellbeing (shown in assessments) |

Plan –Session 2017-2018

| Priority 1 Improvements in attainment, particularly in literacy and numeracy | | |
|---|---|--|
| <p>NIF Driver Assessment of children's progress Teacher professionalism Performance information School leadership Parental engagement</p> | <p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions</p> | <p>Other Drivers HGIOELC? 1.2 Leadership of learning 2.3 Learning, teaching and assessment 2.5 Family learning 2.6 Transitions</p> <p>RRS Article 29 (Goals of education): Article 28: (Right to education):</p> |

Expected outcomes for learners which are measurable or observable

- Staff pedagogical expertise will have been strengthened and the early start to adopting strategies which make children’s learning more visible will have been built upon.
- Leadership pathways and experiences will be accessed by a wide range of staff who will demonstrate their ability to take forward and implement improvements that have a positive impact for learners.
- Learning visits and professional dialogue will show high quality literacy and numeracy learning and teaching strategies through SEAL, Active Literacy and Talking for listening and learning, being implemented to support children’s attainment.
- A robust tracking system in place where data will be interrogated and assessment information used to identify development needs for individual learners which build upon prior levels of attainment and ensures continuous progress for children.
- Staff will show increased confidence through moderation in using national benchmarks to confirm and challenge professional judgements to ensure appropriate pace and challenge for all children.
- Parents will be active participants in their child’s learning, and the life of the school, through planned communication processes and opportunities for engagement in learning.
- Nursery practice will reflect early level literacy and numeracy development with a strong focus on early attainment.

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|---------------------|--|---|
| <ul style="list-style-type: none"> Further develop management team skills in educational leadership and encourage staff participation in leadership programmes(including masters level) | Aug '17 – March '18 | SMT Teaching staff Support staff SCEL OSIRIS | Appropriate leadership programmes OSIRIS visible learning framework SCEL website |
| <ul style="list-style-type: none"> Further create leadership roles across the school for all staff. | By October '17 | Whole school staff | |
| <ul style="list-style-type: none"> Raise awareness for all teaching staff of Inverclyde's Leadership Strategy and encourage and support staff to engage in the leadership pathways as appropriate. | By October '17 | Teaching staff SMT | Inverclyde's Leadership strategy document |
| <ul style="list-style-type: none"> Professional learning for all teachers provided by Osiris. This will focus on progress, provide challenge, support teachers to collaboratively evaluate their impact of progress and maximise feedback to teachers and pupils | Aug '17 –June '18 | SMT Teaching staff Osiris trainers. | An allocation of time will be factored in to the annual year plan in line with the requirements of this initiative. |
| <ul style="list-style-type: none"> Set up structures for moderation activities at school and cluster level to focus on benchmarks. | Aug '17 – March '18 | School staff Cluster staff | Collegiate time |
| <ul style="list-style-type: none"> The use of SEAL numeracy in P3 and number talks across the school will be introduced and implemented. | Aug '17 – March '18 | Teaching staff | Appropriate numeracy resources SEAL numeracy CPD |
| <ul style="list-style-type: none"> Further implement 2015/16 Cluster recommendations to improve pupil's | Aug '17 – March '18 | Cluster staff | |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|---------------------|---|---|
| working memory, concept of number and efficient use of mental maths strategies. | | | |
| <ul style="list-style-type: none"> Extend the use of Active Literacy strategies to P3. | By Dec '17 | P1-3 teachers AC CMOs AC teachers | Specified North Lanark resources |
| <ul style="list-style-type: none"> Literacy toolbox will be extended to be used by targeted P6 and P5 pupils. | Aug '17 – March '18 | P5 – 7 staff | 15 laptops (PEF purchase) |
| <ul style="list-style-type: none"> PT will dedicate 0.2FTE who will plan, monitor and track targeted interventions as well as support staff in the use of data and assessments. | Aug '17 – June '18 | Principal Teacher | Backfill for 0.2 PT release. |
| <ul style="list-style-type: none"> Professional learning for all support staff provided by 'Catch Up' – literacy and numeracy training. | By March '18 | Support staff Catch up trainers | Cost of support package Planned training time. |
| <ul style="list-style-type: none"> Extend and enhance current partnerships to support families experiencing challenges. | Ongoing | School staff Speech and Language CHCP Barnardo's Home Link tutor LAC teacher | Planning time |
| <ul style="list-style-type: none"> Develop the Parent Council role in engaging the wider parent body. | Aug '17 – March '18 | HT Parent Council Members Parent Forum | |
| <ul style="list-style-type: none"> Develop more effective information sharing via the school website and social media. | By Dec '17 | HT Parent Council Members Parent Forum | Website training opportunities |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|---------------------|---------------------------------------|--|
| <ul style="list-style-type: none"> Nursery staff will continue to work with early level CMO to support literacy and numeracy development. Key aspects of both will link directly with transition to P1 | Aug '17 – March '18 | Early years AC staff Nursery staff | Opportunities for nursery staff to engage in AC CPD. |

| Evidence of Impact |
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| <ul style="list-style-type: none"> Oral feedback, written feedback through training survey (visible learning) Action research projects carried out by staff engaged in leadership programmes Quality and impact of leadership at all levels within the school. Sharing practice across classes and stages Detailed analysis of assessment data, PIPs analysis, NGRT results Pupils progress from previous levels Percentage of children achieving CfE levels at P1, P4 and P7 will increase. Increased levels of communication between school and home Increase in number of partnerships to support children and families in need. Impact of parents and parent council in helping the school and nursery to improve. |

| Priority 2 Closing the attainment gap between the most and least disadvantaged children | | |
|---|--|--|
| NIF Driver Assessment of children's progress Performance information Teacher professionalism School Improvement Parental engagement | HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions | Other Drivers HGIOELC? 3.2 Securing Children's progress 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions RRS Article 28: (Right to education): Article 29 (Goals of education): |

Expected outcomes for learners which are measurable or observable

- Nurture room established to provide targeted social and emotional support for targeted children with an emphasis on language development and communication to address identified barriers.
- Opportunities have been provided to promote and engage family learning to minimise the impact of poverty on learning and achievement and to improve life chances and increase aspirations for children as individual's and as a family.
- Increased identification and implementation of targeted intervention will meet the needs of focused cohorts of children.
- There will be an increased number of targeted interventions across the school to meet the needs of identified pupils.

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|-------------------|---|---|
| • Continue to build staff capacity and understanding of the 6 nurture principles | Aug '17 – Mar '18 | DHT AC nurture CMO Whole school staff | Collegiate time |
| • Speech and Language therapy colleagues to work with nursery staff to develop an evidence base language programme. | By Dec '17 | Speech therapist Senior Eyeco Nursery staff | Professional dialogue opportunities with S&L colleagues |
| • Upscale attunement observation profiles to include all teaching staff. | By Dec '17 | Nurture working group | DHT Nurture working group Psychologist |
| • Establish a children friendly attunement pyramid for pupils to self-reflect and identify next steps | Aug '17 – Mar '18 | Nurture working group | |
| • Develop interventions for P4-7's use of the nurture room to target emotional and social development. | Aug '17 – Dec '18 | Nurture teacher SMT | Access to nurture room |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|-----------------------|--------------------------------------|---------------------------------|
| <ul style="list-style-type: none"> Establish CLD programme/Barnardo's etc to link with and support children and families with barriers to learning | By Oct '17 | CLD staff Barnardo's staff SMT | Identified time from partners |
| <ul style="list-style-type: none"> Continued targeted AC approach to support children's literacy and numeracy linked to SIMD 1 + 2 | Aug '17 – Mar '18 | AC staff | Regularly updated SIMD data |
| <ul style="list-style-type: none"> Youth counsellor/therapist will support targeted upper primary pupils to develop skills to effectively manage their emotions/anxieties. | Aug '17 – Mar '18 | Therapist | |
| <ul style="list-style-type: none"> Targeted support staff will use planned professional learning to support the delivery of literacy and numeracy across the school. | Dates to be confirmed | Support staff | Additional 2 FTE ASN auxiliary |

| Evidence of Impact |
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| <ul style="list-style-type: none"> Current attendance figures compared with figures from previous years Feedback from children and teachers. Baseline will be established and subsequent measures taken. Boxhall before and after intervention. Increased numbers of families attending family learning sessions Increased number of vulnerable families engaging positively with school and nursery. Increased number of interventions and numbers of target children in comparison to previous years Collaborative action research will indicate Direct observation including learning visits, peer observations, teachers' planning and pupil work and jotters. |

Priority 3 Improvement in children and young people's health and wellbeing

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|--|---|---|
| <p>NIF Driver Assessment of children's progress Parental engagement School Improvement</p> | <p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions</p> | <p>Other Drivers HGIOELC? 3.2 Securing Children's progress 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions RRS Article 28: (Right to education): Article 12 (Respect for the views of the child):</p> |
|--|---|---|

Expected outcomes for learners which are measurable or observable

- Transitions between nursery and school will be seamless and focussed on the development needs of individual children through robust transfer of information and professional dialogue opportunities.
- Through staff increased knowledge and understanding of nurture principles and approaches, children will experience appropriate interventions in response to wellbeing needs.
- Using the principles of GIRFEC and the legislative framework surrounding it children will receive bespoke single or multi-agency support for all their universal and targeted wellbeing needs.

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|-------------------|--|---|
| <ul style="list-style-type: none"> • Continued use of the SEEMIS wellbeing application to support targeted interventions | Aug '17 – Mar '18 | DHT, support for learning teacher | All appropriate SEEMIS training Rolling programme of support for learning meetings |
| <ul style="list-style-type: none"> • Liaise with partner agencies to share Child's plan to ensure continuity of targeted interventions | Ongoing | Social Work Health Third sector agencies | |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|-------------------|-------------------------------------|----------------------------------|
| <ul style="list-style-type: none"> Build support staff capacity and awareness of the single agency assessment process | By Dec '17 | SMT Support staff | Training time |
| <ul style="list-style-type: none"> Develop practice to ensure pupil voice and feedback is embedded in the intervention process | Aug '17 – Mar '18 | PT Teaching staff | |
| <ul style="list-style-type: none"> Implementation of PATHs programme at all school stages. | Aug – Dec '17 | DHT Class teachers | PATHs boxes for each stage |
| <ul style="list-style-type: none"> Restorative conversation conferences recording format to be developed to monitor, track and reflect actions. | By Oct '17 | Nurture working group | |
| <ul style="list-style-type: none"> Establish early year's team to include nursery and primary 1 staff. | By Sept '17 | Nursery staff P1 teachers HT | |
| <ul style="list-style-type: none"> Review transition paperwork to ensure detailed information is available for handover | By Mar '17 | Nursery and P1 staff | Streamlined transition paperwork |

Evidence of Impact

- Increased inter-agency working which support positive outcomes for children.
- Increased positive relationships between families and school and partners.
- Feedback gathered from children, parents and school staff.
- Programmes of family involvement in home learning.
- Usefulness of transfer of information.

| Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people | | |
|--|---|--|
| <p>NIF Driver School leadership</p> <p>Assessment of children's progress</p> | <p>HGIOS?4 3.2 Raising attainment and achievement 2.6 Transitions 3.3 Increasing creativity and employability 2.7 Partnerships</p> | <p>Other Drivers HGIOELC? 2.6 Transitions 3.3 Developing creativity and skills for life 3.2 Securing Children's progress 2.7 Partnerships</p> <p>RRS Article 28: (Right to education): Article 12 (Respect for the views of the child):</p> |

| Expected outcomes for learners which are measurable or observable |
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| <ul style="list-style-type: none"> • Through observation children will demonstrate a variety of leadership skills through participation and responsibility for tasks at class and whole school level. • Children will model increased confidence in the all aspects of the four capacities to fully support their transition from primary 7 to secondary school. • Increased understanding and insight into industry and the skills required to become part of a future workforce. • Increased pupil voice will be developed over a range of school experiences from involvement in own learning to consultation on aspects of school life. • Children will show creativity and entrepreneurship through partnership projects where they have solution orientated strategies embedded enabling them to be confident risk takers who can appreciate issues from different perspectives • Children will confidently engage and make informed choices about the use of digital literacy and technologies to enhance and personalise learning. |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|---|-------------------|---|---------------------------------|
| <ul style="list-style-type: none"> Explore stories of leadership through whole school assemblies exemplifying the characteristics of a leader through activities in class and leading whole school assemblies. | Aug '17 – Mar '18 | SMT | Assembly calendar |
| <ul style="list-style-type: none"> Senior pupils take a leading role with peer support for literacy and numeracy of younger children. | Aug '17 – Mar '18 | Senior pupils | Training for pupils |
| <ul style="list-style-type: none"> Development of leadership focus group to meet with SMT on a regular quality programme. | By Oct '17 | SMT Pupils | Training for pupils |
| <ul style="list-style-type: none"> Develop a clear transition programme for senior pupils which includes specific skills competencies to be developed in school in addition to links with secondary establishments. | By Oct '17 | School staff Cluster secondary staff | |
| <ul style="list-style-type: none"> Continue to link with a variety of community and business partners through a world of work week, placement visits, visitors to school and nursery and the development of termly business breakfast forum. | Ongoing | Industry links | |
| <ul style="list-style-type: none"> Development of policy and checklist of opportunities for pupil voice in nursery and primary. | By Dec '17 | School staff | Collegiate time |
| <ul style="list-style-type: none"> Continue to develop and embed the use of the 4 key skills questions. The skills | Aug '17 – Mar '18 | PT | |

| Tasks to achieve priority | Timescale | Those involved – including partners | Resources and staff development |
|--|------------|-------------------------------------|------------------------------------|
| scrapbook to be introduced to P5 and P6 in addition to P7 | | | |
| <ul style="list-style-type: none"> Digital leaders/focus week | By May '18 | IT coordinator | Wide variety of digital technology |

| Evidence of Impact |
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| <ul style="list-style-type: none"> Increased use of digital technologies across school and curriculum. Increase in the number of industry links with school. Quality and impact of leadership at all levels within the school. Sharing practice across classes and stages |

