

Education – Improvement Planning Document

Establishment Name:

Whinhill Primary and Nursery Class

CONTENTS

1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities – based on the National Improvement Framework
3. Action Plan for session 2018-19

Signatures:

Head of Establishment	LIZ RUDDY	Date	June 2018
-----------------------	-----------	------	-----------

Quality Improvement Officer	NORMAN GREENSHIELDS	Date	June 2018
-----------------------------	---------------------	------	-----------

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 2018-2019

Session 2019-2020

Session 2020-2021

Overview of rolling three year plan

National Priorities	Session 2018-2019	Session 2019-2020	Session 2020-2021
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Visible learning training – Yr 2 • SEAL numeracy devt P4 + P5 • Active Literacy – P4 + P5 • Review of Curriculum Rationale 	<ul style="list-style-type: none"> • Visible learning training – Yr 3 • SEAL numeracy devt P6 • Active Literacy – P6 	<ul style="list-style-type: none"> • Visible learning training – evaluation • SEAL numeracy devt P7 • Active Literacy – P7 • 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 • Whole school review of strategies for reading 	<ul style="list-style-type: none"> • Parent partnerships developed to include the wider community • Targeted nurture interventions for senior pupils 	<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 2 • Multi agency and legislative focus of GIRFEC • Transitions at early stages 	<ul style="list-style-type: none"> • Whole school nurturing approaches pilot Yr 3 • Review of GIRFEC teaching strategies 	<ul style="list-style-type: none"> • Whole school nurturing approaches pilot - evaluation
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

Pupil Equity Fund –Session 2018-2019

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

Across the school, almost all pupils are on track to achieve the expected CFE and Talking and Listening (94.5%), with most attaining the expected levels for Reading (88.4%), Writing (79.7%) and Numeracy (83.6%).

Across P1, P4 and P7 there are 35 children entitled to free school meals (32.1%). When comparing FME with pupils not in receipt of FME at P1, P4 and P7 there are identified gaps. The gaps between FME and Non-FME are as follows - reading (7%), writing (6.4%), Listening and Talking (8.7%) and Numeracy (15.8%). At present the most significant gap is in Numeracy.

However when we focus on another measure namely SIMD 1+2 compared to SIMD 3-10 the data shows that pupils in SIMD 1 + 2 are out performing those children in SIMD 3-10 across all areas in P1, P4, and P7 with the exception of P1 listening and talking and reading (4% gap) and P4 numeracy (8.3% gap).

Targeted interventions will focus on all areas however there will be a particular focus on both the teaching of and the attainment in numeracy and reading in the coming year.

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How you will evidence improvement
Wellbeing officer (shared with cluster schools) to actively support the attendance policy. This will involve home visits and meetings with parents.	Aug '18–June '19	£2583	<ul style="list-style-type: none"> • Professional dialogue with teachers and other adults providing support • Direct observation of pupils during class visits • Standardised assessments • Interrogation of data • Progress of targeted children through curriculum pathways • Progress of targeted children in meeting expected CFE levels • Overall school attainment in comparison to targeted groups (closing the gap) • Feedback from pupils focus groups about their learning • Reviewing pupil's work
Wellbeing coach. Support the Health and wellbeing of pupils in the playground and linking with PE lessons.	Aug '18 – June '19	£19,834	
1 x ASN auxiliary – providing targeted support for pupils receiving FME and SIMD 1+2	Aug '18 – June '19	£12,000	
Osiris – continue to develop staff pedagogical expertise and build on our start to adopting strategies which make learning more visible in the classroom.	Aug '18 – June '19	£7000	
SPARK counsellor – provision of therapeutic support for our most vulnerable pupils	Aug '18 – June '19	£11700	
HQ admin	Aug '18 – June '19	£2000	
0.2 backfill basic rate teacher to release PT to focus on raising attainment agenda.	Aug '18 – June '19	£10000 (TBC at pay grade)	
35hr EYECO post to focus on literacy and numeracy for targeted children	Aug '18 – June '19	£26,390	
Resources to support attainment agenda	Aug '18 – June '19	£2610	

Plan –Session 2018-2019

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

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • The school will continue to track all available data by ensuring a robust tracking system is well used and this 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 school, cluster and authority based moderation in using national benchmarks to confirm and challenge professional judgements to ensure appropriate pace and challenge for all children. • Learning visits and professional dialogue will show that high quality literacy and numeracy learning and teaching strategies through SEAL, Active Literacy and Dialogic teaching are being implemented effectively to support children's attainment. • Further improvements in reading attainment across the school evidenced by data from SNSA, Suffolk and class based assessments. • Parents/carers engagement in reviewing their child's progress across learning will be more effective through increasing their knowledge in learning and teaching strategies and effective reporting. • Nursery practice will reflect early level literacy and numeracy development in both English and Gaelic and through moderation with early level colleagues, staff knowledge and understanding of the benchmarks will reflect in children's progress through early level.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Audit existing family learning activities and establish a calendar of opportunities for parents/carers. 	By Oct '18	HT DHT CLD partners	Meeting with partners
<ul style="list-style-type: none"> Evaluation of reporting to parents format from last school session 	By Oct '18	Parents SMT	Questionnaires
<ul style="list-style-type: none"> Create support documents for parents in Literacy and Numeracy to highlight key learning and teaching strategies 	By Dec '18	Numeracy working group	
<ul style="list-style-type: none"> In line with visible learning plan to review whole school procedures – establish a detailed quality calendar and moderation programme including cluster and authority requirements, to focus on both improvement in and consistency in learning and teaching across whole school. 	By Dec '18	SMT Teaching staff Support staff	Evaluation pro-formas from visible learning Visible learning action plan
<ul style="list-style-type: none"> Teaching staff will engage in year 2 visible learning training and this will be implemented across the school. 	Aug '18 – June '19	SMT Teaching Staff Osiris Trainers Impact Coaches	Allocation of time from WTA Osiris folder (require additional for new staff)
<ul style="list-style-type: none"> Continue to build knowledge and understanding of visible learning strategies by creating a visual model of a 'Whinhill learner' qualities and dispositions 	Aug '18 – June '19	Staff Children Parents/carers	
<ul style="list-style-type: none"> Through cooperative teaching upskill all new teaching staff in the pedagogy and practical application of dialogic teaching 	Aug '18 – June '19	School staff	Establish training schedule to ensure new staff have opportunity to observe key L&T strategies modelled.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Further develop SEAL numeracy across school by implementing strategies in P4 and P5 	Aug '18 – June '19	P4 + P5 teachers AC CMOs AC teachers	Appropriate numeracy resources SEAL numeracy CPD
<ul style="list-style-type: none"> Further develop Active Literacy across school by implementing strategies in P4 and P5 	Aug '18 – June '19	P4 + P5 teachers AC CMOs AC teachers	Specified North Lanark resources
<ul style="list-style-type: none"> Further develop 'number talks' linked to dialogic teaching 	Aug '18 – June '19	Teaching staff AC numeracy staff Acting Principal Teacher	Opportunities for peer observation
<ul style="list-style-type: none"> Review and update reading skills and strategies 	Aug '18 – June '19	Literacy working group	Consistent approach and identification of key skills for reading to be shared across staff. Opportunities for peer observation.
<ul style="list-style-type: none"> Full implementation of Inverclyde Literacy and Numeracy Pathways. Pupils to have access to support target setting. 	Aug '18 – June '19	School staff AC team	Pathways
<ul style="list-style-type: none"> Assessment data shared with children through learning conversations 	Aug '18 – June '19	Class teachers Pupils	Learning conversations
<ul style="list-style-type: none"> Review teaching and learning activities with a focus on pace and challenge. 	Aug '18 – June '19	Teaching staff	HGIOS4 Learning visits Collegiate time
<ul style="list-style-type: none"> Develop the Parent Council role in engaging the wider parent body 	Aug '18 – June '19	HT Parent Council Members Parent Forum	
<ul style="list-style-type: none"> Continued development of Leadership capacity across the school which includes staff engagement in leadership pathways where appropriate 	Aug '18 – June '19	All school staff	

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Gaelic – development of literacy and Gaelic pathway 	Aug '18 – June '19	Gaelic teaching staff	Development time
<ul style="list-style-type: none"> Gaelic – Implementation of new phonic scheme 	Aug '18 – June '19	Gaelic teaching staff	Downloaded resources from Storlann Development time
<ul style="list-style-type: none"> Nursery – continue to work with early level CMO to support literacy and numeracy development 	Aug '18 – June '19	Early Years AC staff Nursery Staff	Opportunities for nursery staff to engage in AC CPD
<ul style="list-style-type: none"> Nursery – develop knowledge and understanding of dialogic teaching 	Aug '18 – June '19	Acting PT Nursery Staff	Timetabled access to Acting Principal Teacher
<ul style="list-style-type: none"> Nursery – develop knowledge and understanding of use of benchmarks in English and Gaelic with a continued focus on effective planning. 	Aug '18 – June '19	Nursery staff P1 staff	Time allocated for professional dialogue

Evidence of Impact

- 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
- Minimum of a year's progress for a year's teaching
- Percentage of children achieving CfE levels at P1, P4 and P7 will increase.
- Pupils in SIMD 1 & 2 will make expected or better progress in Literacy and Numeracy
- Increased levels of communication between parent council and wider parent/carer body
- 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.
- Minutes of school and cluster activities showing record of moderation
- Minutes of staff meetings showing strategic focus on pupil attainment and progress.
- Record of data meeting identifying both progress through and attainment of a level.

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

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Use of the nurture room will provide social and emotional support for targeted children with an emphasis on language development and communication to address identified barriers. • Improvements in attainment for targeted pupils (SIMD 1 +2 and FME) evidenced by data. • Improved processes to monitor attendance will result in increased overall attendance leading to improved attainment. • Increased identification and implementation of targeted interventions will meet the needs of focused cohorts of children and their families. • Further promotion and engagement in family learning and family participation will minimise the impact of poverty on learning and achievement and to improve life chances and increase aspirations for children as individuals and as a family.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> • Audit and review the use of ICT to provide additional support for targeted pupils. Consideration of wider use of Literacy Toolbox to P4. 	By Dec '18	Teaching staff Support for learning teacher	All available data from Literacy Toolbox

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Introduce clear procedures to allow more effective implementation of Inverclyde’s attendance policy. 	By Dec ‘18	Teaching staff Parents/carers Office staff	Inverclyde attendance policy and paperwork
<ul style="list-style-type: none"> Full implementation of the ‘Catch Up’ literacy programme to be used by support staff. 	Aug ‘18 – June ‘19	Support staff	‘Catch up’ resources
<ul style="list-style-type: none"> Increase understanding and knowledge of the 6 nurture principles with Parent/Carers and the wider school community 	Aug ‘18 – June ‘19	DHT AC Nurture CMO Nurture Teacher Whole school staff	Parent/carer workshops 5 to thrive training sessions Production of leaflet
<ul style="list-style-type: none"> Encourage a shared language of learning across the school community by developing a short policy statement with conversation starters and practical tips and advice for all stakeholders. 	Aug ‘18 – June ‘19	All staff Parents/carers children	Collegiate time Working group School policy
<ul style="list-style-type: none"> Continue to link with and support children and families with barriers to learning. 	Aug ‘18 – June ‘19	CLD staff Barnardo’s staff	
<ul style="list-style-type: none"> Early level staff to liaise with Speech and Language therapy colleagues to track, monitor and review targeted intervention approaches 	Aug ‘18 – June ‘19	Speech therapist Senior Eyeco Nursery Staff Early level teaching staff	Professional dialogue opportunities with S & L colleagues
<ul style="list-style-type: none"> Embed nurture observation profiles in the school self-evaluation cycle 	Aug ‘18 – June ‘19	All teaching staff	DHT to track and monitor impact Psychologist
<ul style="list-style-type: none"> Establish a children friendly self-regulation (attunement) pyramid for 	Aug ‘18 – June ‘19	Nurture working group	DHT/implementation group to develop a pyramid and introduce and monitor impact with one class as a pilot

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
pupils to self-reflect and identify next steps			
<ul style="list-style-type: none"> Continued targeted AC approach to support children’s literacy and numeracy linked to SIMD 1 + 2 	Aug '18 – June '19	AC staff School staff PEF Eyeco	Regularly updated SIMD and attainment data
<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. 	Aug '18 – June '19	Support staff	Additional 2 FTE ASN auxiliary
<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 '18 – June '19	Therapist	

Evidence of Impact
<ul style="list-style-type: none"> Current attendance figures compared with figures from previous years will have improved. Continued use of Boxhall assessments before and after intervention will show improvements in children’s progress. Increased number of families attending family learning. Improvement in attainment of targeted pupils from use of Literacy toolbox. Improvement in attainment of targeted pupils in both literacy and numeracy. Learning conversations between all stakeholders will support the use of target setting in literacy, numeracy and health and wellbeing. This will be monitored through pupil focus groups. Attainment of targeted children will be carefully tracked and monitored by class teachers and SMT.

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver Assessment of children's progress Parental engagement School leadership	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 2.4 Personalised support RRS Article 28: (Right to education): Article 12 (Respect for the views of the child):

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 with a specific focus on Nurture Principle 5 'All behaviour is communication'.
- 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.
- Improved quality of single agency wellbeing assessments and single agency chronologies will ensure effective end to end service and improved outcomes for children.
- Health and Wellbeing coach interventions will make a positive difference to playground experiences and incidents requiring restorative conferences will be reduced.
- The PATHs programme will support improvements in relationships, pupil resilience and conflict resolution across all aspects of the school.
- Pupils' wellbeing will benefit from experiences of learning and teaching in a variety of outdoor settings including the establishment of an outdoor classroom and continued links with Clyde Muirshiel Rangers.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Implementation of PATHs programme at all school stages. 	Aug – Dec '18	DHT Class teachers SFL teacher Educational Psychologist	PATHs boxes for each stage
<ul style="list-style-type: none"> Review current systems and procedures surrounding wellbeing assessments and management of personal files and ensure end to end impact. 	Aug '18 – June '19	DHT Support for learning teacher	All appropriate Seemis training Rolling programme of support for learning meetings Regular pupil focus groups to gather pupil voice
<ul style="list-style-type: none"> Continue to build staff capacity of the single agency assessment process and the use of SMARTER targets when creating bespoke action plan. 	Aug '18 – June '19	SMT Teaching staff	All appropriate Seemis training Rolling programme of support for learning meetings Training time
<ul style="list-style-type: none"> Build awareness and understanding of GIRFEC pathways and associated processes across the parent, carer community 	By March '19	DHT Barnardo's	Workshops Parent leaflet
<ul style="list-style-type: none"> Continued use of the SEEMIS wellbeing application with systems aligned to include pupil voice and develop practice to ensure pupil voice and feedback is embedded in the intervention process through the introduction of a learning log 		SFL teacher CT CA	All appropriate Seemis training Rolling programme of support for learning meetings Training time
<ul style="list-style-type: none"> Appoint a Health and Wellbeing Coach to provide targeted support at intervals, lunch, after school and during class time to support pupils' physical and emotional needs. This will include an audit and review pupil interest in after school clubs 	Aug '18 – June '19	Coach Teaching staff	Resources as appropriate to sports and wellbeing coaching

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
and sports activities – identify a calendar for the year.			
<ul style="list-style-type: none"> Continue to identify pupils and their families who require therapeutic support from our counsellor and 3rd sector agencies. 	Aug '18 – June '19	DHT School Counsellor	Appropriate quiet and private accommodation
<ul style="list-style-type: none"> Pupil voice – further develop learner participation and introduce 'How good is OUR school' (pupil version) 	Aug '18 – June '19	SMT Acting Principal Teacher	Pupil focus groups
<ul style="list-style-type: none"> Restorative conversation conferences recording format introduced at all stages of the school to monitor, track and reflect actions and have a positive impact on learning and teaching time 	By Oct '18	Acting PT All staff	Training session or staff meeting time for all staff
<ul style="list-style-type: none"> Introduce a peer mentor scheme across upper school to support and promote self-regulation and enable positive relationships to be modelled 	By Dec '18	DHT All staff Nurture implementation gp	Training Peer mentor allocated across stages appropriate to needs
<ul style="list-style-type: none"> Review and establish a whole school health and wellbeing pathway. 	Aug '18 – June '19	Whole school staff Partner agencies	
<ul style="list-style-type: none"> Targeted training will increase staff/parent understanding of ASC/ADHD to ensure that classroom practice and strategies are embedded across the school community to ensure an inclusive ethos for all pupils is achieved. 	By May '19	DHT ICOS Team All Staff	Training sessions Boardmaker introduced across the school community ICOS working with DHT to produce an 'Autism' friendly action plan
<ul style="list-style-type: none"> Development of clear strategies for outdoor learning for every stage. 	By Feb '19	Whole school team	

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.
- Targeted support learning logs will ensure pupil voice is gathered and used to inform next steps for learners using SMARTER targets.
- Use of 'Peer mentors' tracked and monitored and use of pupil feedback used to inform next steps.
- Restorative conversation conferences recorded and actions reviewed and monitored
- PATHs programme evident at all stages and linked to the school HWB programme.
- Data collected based on number of incidents and required conflict resolution required in playground.
- Numbers of children using the outdoors to enhance learning will have increased. Through pupil focus groups children will articulated the benefit to them of outdoor learning.

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver Assessment of children's progress Parental engagement Assessment of children's progress	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable
<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 	Aug '18 – Mar '19	SMT	Assembly calendar

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
activities in class and leading whole school assemblies.			
<ul style="list-style-type: none"> Senior pupils take a leading role with peer support for literacy and numeracy of younger children. 	Aug '18 – Mar '19	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 '18	SMT Pupils	Training for pupils
<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"> Include world of work skills in planning 	By Dec '18	Teaching staff	Review of planning format
<ul style="list-style-type: none"> Development of pupil voice parent information leaflet 	By March '18	Focus group	
<ul style="list-style-type: none"> Refresh and raise awareness in new staff in DYWF 	By Dec '18	Whole school staff	
<ul style="list-style-type: none"> Continue to develop and embed the use of the 4 key skills questions. The skills scrapbook to be introduced to P5 and P6 in addition to P7 	Aug '17 – Mar '18	PT	
<ul style="list-style-type: none"> Further development of the use of technologies across the curriculum 	Aug '17 – Mar '18	Whole school staff IT support	Wide variety of technology and IT equipment

Evidence of Impact

- 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
- Pupils can identify and articulate employability skills being developed through their learning experiences

