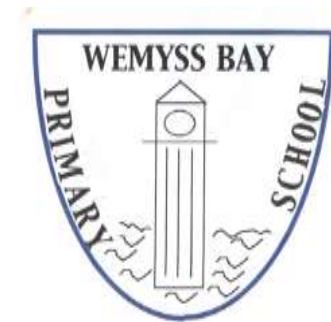


Education – Improvement Planning Document

Establishment Name: **Wemyss Bay Primary School 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 2017-18



Signatures:

Head of Establishment	<i>Claire Montgomery</i>	Date	12.6.17
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Quality Improvement Officer		Date	
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Our Vision, Values and Aims

Vision

Our vision is that Wemyss Bay Primary School and Nursery Class will be a happy, ambitious and effective learning community where everyone works together to 'Get it Right for Every Child'.

Values

- Respect
- Equality
- Achievement
- Commitment
- Honesty

Aims

To actively develop our children's skills and knowledge to enable them to become successful learners.

To provide regular, planned opportunities for our learners to gain confidence in their abilities and in sharing their opinions.

To support all members of our school community to make effective contributions within their learning and to all aspects of school life.

To provide our children with the knowledge and social skills to enable them to be responsible citizens within our school and local community.

To create an environment where everyone is safe, nurtured and respected, is encouraged to be healthy, active and responsible, is challenged to achieve and where equity of opportunity is a priority to enable everyone to be included.

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"> ➤ Introduce North Lanarkshire Active Literacy strategy at P1 & P2 ➤ Update of reading skills progression to ensure pace and challenge ➤ Moderation of writing within cluster ➤ Building SEAL into numeracy programme at P1 & 2 ➤ Update of numeracy & maths progression pathway to ensure pace and challenge ➤ Moderation of expectation in numeracy 	<ul style="list-style-type: none"> ➤ Extend North Lanarkshire Active Literacy strategy to P3 ➤ Moderation of expectation in reading ➤ Extend SEAL integration into maths programme at all stages 	<ul style="list-style-type: none"> ➤ Extend North Lanarkshire Active Literacy strategy to P4 ➤ Revisit maths resources to ensure that they support effective learning and teaching
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> ➤ Visible Learning Training for all staff ➤ Development of teachers' skills in collection, interpretation and use of data ➤ Development of approaches to support for learning including use of support staff 	<ul style="list-style-type: none"> ➤ Phase 2 of Visible Learning Training and implementation of outcomes throughout school 	<ul style="list-style-type: none"> ➤ Phase 3 of Visible Learning Training and extended implementation of outcomes throughout school
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> ➤ Creation of wellbeing room ➤ Continue update of health and wellbeing programme to ensure it adequately meets the specific needs of our context ➤ Revisit outdoor learning including use of the wider local environment ➤ Work towards Rights Respecting Schools Award Level 2 	<ul style="list-style-type: none"> ➤ Development of programme of use of wellbeing room ➤ Integrate opportunities for use of the local environment into our social studies and science programmes ➤ Work towards Rights Respecting Schools Award Level 2 by Feb 2019 	<ul style="list-style-type: none"> ➤ Extend opportunities for pupils to take charge of their own health and wellbeing through input from outside agencies
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> ➤ Implementation of Local Authority guidance on incorporating Employability Skills 3-18 into our curriculum ➤ Working with our Parent Council to develop events that make links to world of work across the curriculum 	<ul style="list-style-type: none"> ➤ Continue to develop programmes of study to include activities to support the development of employability skills 	<ul style="list-style-type: none"> ➤ Revisit programmes of study to further develop opportunities for engagement with the world of work through the development of partnerships

Pupil Equity Fund –Session 2017-2018

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

Data and Analysis:

Intervention 1 – Staff training in Visible Learning

Attainment data (PIPS/NGRT etc.) indicates 53% of FME pupils are making less than expected progress. The remainder (47%) are making expected progress or better but all should benefit from this intervention.

Rationale: to improve pedagogy across the school community with the aim of improving the progress of all identified pupils in literacy and numeracy.

Intervention 2 – Setting up of a Wellbeing Room

Data gathered through GIRFEC meetings with staff and parents and assessments (Boxall) identifies pupils within the target group who would benefit from access to health and wellbeing activities which combined with current attainment data identifies a gap.

Rationale: Positive health and wellbeing is integral to progress and attainment and dedicated space and personnel to deliver planned health and wellbeing activities such as: Nurture, Breakfast, A 'safe space', Social groups, Play, Sensory activities and Enhanced transition which would support specific pupils to become 'ready for learning'.

Intervention 3 – Introduction of North Lanarkshire Active Literacy Strategy at P1-3

Attainment data (e.g. PIPS & planned literacy assessments) indicates 71% of FME pupils in P1-3 are making less than expected progress. The remainder (29%) are making expected progress or better but all should benefit from this intervention.

Rationale: to improve progress in literacy across P1-3 of all identified pupils.

Intervention 4 – Provision of specific targeted support within the classroom to facilitate engagement with the curriculum

Staff observation shared within the context of GIRFEC identify that 53% of FME pupils have difficulty in engaging and sustaining focus in literacy and numeracy activities.

Rationale: targeted one to one support during literacy and numeracy activities throughout the school week should improve focus and therefore impact positively in attainment in these areas

Intervention 5 – Introduction of SEAL as a framework for numeracy teaching at Early Level supported by staff CLPL activities

Attainment data (e.g. PIPS & planned numeracy assessments) indicates 71% of FME pupils in P1-3 are making less than expected progress. The remainder (29%) are making expected progress or better but all should benefit from this intervention.

Rationale: to improve progress in numeracy across P1-3 of all identified pupils.

Intervention 6 – Financial support fund to allow target pupils to engage in extra-curricular activities organised by the school

Awareness of specific family situations related to poverty that prevent pupils from taking up the same extra- curricular opportunities as their peers. Rationale: equitable access to these opportunities will support development of social skills, self-esteem and confidence all of which have a proven impact on attainment.

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?																																				
Six interventions detailed above and below focusing on improvements in attainment for 15 pupils identified by FME entitlement	By March 2018	Total amount allocated = 15 pupils @ £1200 = £18000 <table border="1" data-bbox="981 459 1715 938"> <thead> <tr> <th></th> <th>Role</th> <th>£</th> <th>FTE/hrs/No</th> </tr> </thead> <tbody> <tr> <td>Teaching staff</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Support staff</td> <td>PEF CA</td> <td>£7176</td> <td>15hrs/TTx1</td> </tr> <tr> <td>Supported study</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Lets/transport</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Resources</td> <td>See below</td> <td>£4937</td> <td>N/A</td> </tr> <tr> <td>Commissioned/purchased services/partners</td> <td>Visible Learning Training</td> <td>£4225</td> <td>N/A</td> </tr> <tr> <td>Other</td> <td>Extra-curricular Activity Fund Contingency</td> <td>£600</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>Including support costs</td> <td>£290 £18000</td> <td>N/A</td> </tr> </tbody> </table>		Role	£	FTE/hrs/No	Teaching staff	N/A	N/A	N/A	Support staff	PEF CA	£7176	15hrs/TTx1	Supported study	N/A	N/A	N/A	Lets/transport	N/A	N/A	N/A	Resources	See below	£4937	N/A	Commissioned/purchased services/partners	Visible Learning Training	£4225	N/A	Other	Extra-curricular Activity Fund Contingency	£600	N/A	Total	Including support costs	£290 £18000	N/A	See above and below for evidence of impact specific to each intervention
	Role	£	FTE/hrs/No																																				
Teaching staff	N/A	N/A	N/A																																				
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Total	Including support costs	£290 £18000	N/A																																				
<u>Intervention 1</u> Staff Training in Visible Learning. Links directly to learning and teaching through development of teacher skills in providing and using quality feedback and in measuring impact linked to specific interventions. Clear links to leadership including specific training for school leaders and opportunities for staff to take on leadership roles within the project. Shared language of learning impacts on family learning.	Phase 1 by March 2018 Whole programme by February 2020	£4225 allocated to training programme – OSIRIS – still to be approved £200 allocated to staff CLPL resources Staff Training programme set up by OSIRIS will be followed and extended by SMT through additional CLPL sessions SMT scheduled quality assurance activities will provide a framework for monitoring as will interrogation of data from standardised assessments (in terms of pupil attainment) Reporting supported by OSIRIS	Data collected and reported through engagement with the process supported by OSIRIS consultants. Attainment data																																				
<u>Intervention 2</u> Setting up of a Wellbeing Room Promoting positive health and wellbeing underpins ensuring pupils' readiness to learn and achieve maximum impact from all interventions designed to raise attainment.	Setting up: by December 2017 Staffing: throughout session	£3000 allocated to equipping this room £4341.60 = 9 hours per week of 15 hour per week PEF CA post (to allow existing staff to implement intervention) DHT (Post Grad Certificate - Nurture Studies) will plan and set up room and provide staff training. The DHT will take the lead role in planning the activities to be carried out and will participate in the delivery in partnership with the designated support staff member. The DHT will carry out and take responsibility for the Boxall assessments at all stages.	Improved Boxall profile indicators. Qualitative – readiness for and levels of engagement with learning. Attainment data																																				

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?
<u>Intervention 3</u> Introduction of North Lanarkshire Active Literacy Strategy at P1-3 Direct link to learning and teaching in literacy	Fully implemented by June 2018	£1537.40 allocated as follows: Active Literacy Packs Stage 1 - £170 Active Literacy Pack Stages 2 & 3 - £165 Teacher & pupil whiteboards and letters - £1202.40 The planning and implementation of this intervention will be led by the HT. Staff training will be accessed through the Attainment Challenge. Supported CLPL activities will be led by HT	Attainment data
<u>Intervention 4</u> Provision of specific targeted support within the classroom to facilitate engagement Direct link to learning and teaching in literacy and numeracy	On- going throughout session	£2894.40 = 6 hours per week of 15 hour PEF CA post (to allow existing staff to implement intervention) DHT will manage the implementation of this intervention. Staff training to support learning in literacy and numeracy will be provided by DHT.	Staff Observations Attainment Data
<u>Intervention 5</u> Introduction of SEAL as a framework for numeracy teaching at Early Level supported Direct link to learning and teaching in numeracy	Fully implemented by June 2018	£200 allocated to related CLPL resources The planning and implementation of this intervention will be led by the HT. Staff training will be accessed through the Attainment Challenge. Supported CLPL activities will be led by HT.	Attainment Data
<u>Intervention 6</u> Financial support fund to allow target pupils to engage in extra-curricular activities Linked to the development of social skills, self-esteem, and confidence all of which have a proven impact on attainment	In response to needs during the session	£600 SMT working with parents of target group to ensure equity of opportunity. SMT will monitor attendance and engagement of pupils related to these opportunities.	Staff observation of improved presentation Attainment Data

Plan –Session 2017-2018

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver School leadership Assessment of children's progress Performance information	HGIOS?4 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	Other Drivers HGIOELC? 2.2 Curriculum 2.3 Learning, teaching and assessment 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"> ➤ Further improvements in reading attainment throughout the school evidenced by results/scores from PIPS, NARA, NGRT and National Assessments and by improved performance in relation to comparator schools. ➤ Improvements in writing evidenced by Big Write and Local Authority end of level marking criteria based on writing benchmarks. ➤ Reversal of downward trend in maths/numeracy attainment particularly in the middle of the school evidenced by results/scores from PIPS, Staging Posts and TJ assessments, benchmarks. ➤ Improvement in attainment in maths in relation to comparator schools evidenced by results/scores from PIPS.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Introduce North Lanarkshire Active Literacy strategy at P1, P2 & P3	Work carried out during planning time and in curriculum development meetings To be completed by June 2018	Lead: Pamela Cassidy Primary 1, 2 & 3 teachers SEYECO Susanne Gartley - transition	North Lanarkshire Active Literacy Materials Training from Attainment Challenge CMOs
1.2 Update of reading skills progression to ensure pace and challenge - work will include moderation	Work carried out in School Improvement Group Meetings To be completed by December	Overall Lead: HT Involved: All teaching staff Level Leads:	Highland Literacy Strategy linked to HT learning community work Reading resources available in school

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
activities	2017	Early – Julie Carswell P1 Susanne Gartley - Nursery First – Jennifer Kane Second – Amarpreet Kaur	Visible Learning Training for Teaching Staff
1.3 Moderation of writing	By October 2017	Lead: Cluster HTs Involved: All Teaching staff All Nursery staff	Samples of writing marked against Local Authority criteria derived from benchmarks from all school shared on cluster drive for reference
1.4 Building SEAL into maths programme at P1 & 2	Work carried out during planning time and in curriculum development meetings To be completed by June 2018	Lead: Julie Carswell Primary 1 & 2 teachers All nursery staff	SEAL reference materials Resources to support the teaching of SEAL Training from Attainment Challenge CMOs – including Nursery staff
1.5 Update of Maths progression pathway to ensure pace and challenge – work will include moderation activities	Work carried out in School Improvement Group Meetings To be completed by April 2018	Overall Lead: HT Involved: All teaching & nursery staff Level Leads: Early – Susanne Gartley First – Juliet Maxfield Second – A Giambattista	Glasgow Council maths progression pathways (agreed by HT learning community) Maths/numeracy resources available in school Visible learning Training Dumfries and Galloway mental maths strategies (agreed at cluster level)
1.6 Moderation of expectation in numeracy	On- going throughout session to inform development work	Overall Lead: HT Involved: All teaching staff All nursery staff	Moderation activities will be built in to update of progression pathways to ensure pace and challenge

Evidence of Impact

- Average reading score in PIPS will improve at P4 & P7 by 0.3.
- Based on the 2016-2017 data any identified gaps between Wemyss Bay's PIPS scores and those of our comparator schools in both maths and reading will reduce.
- Assessment of writing will be consistent across the Inverclyde Academy cluster – evidenced by assessed samples of writing shared.
- Average maths score in PIPS will improve at P4 & P7 by 0.3.

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
NIF Driver School Improvement Teacher professionalism Assessment of children's progress	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support	Other Drivers HGIOELC? 3.2 Securing Children's progress 2.4 Personalised support RRS Article 3 (Best interests of the child): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable

- Learners will be able to talk about their learning and will be able to set appropriate targets for themselves in literacy, numeracy and health and wellbeing evidenced by monitoring of target setting by SMT through discussion with focus groups of pupils.
- Improvements in attainment for target pupils (FME entitlement) evidenced by results/scores in standardised/summative assessments e.g. PIPS, NARA, SWST, NGRT etc.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 'Visible Learning' training for all teaching staff	Year one of training programme completed by June 2018. Full programme by February 2020.	Lead: OSIRIS/SMT Involved: All teaching staff Impact coach: Amarpreet Kaur	<ul style="list-style-type: none"> ➤ OSIRIS Training Programme ➤ Visible Learning professional reading materials ➤ Support from Impact Coach/SMT
1.2 Development of teachers' skills in collection, interpretation and use of data	On-going throughout the session	Lead: HT/DHT Involved: All teaching staff	<ul style="list-style-type: none"> ➤ Data from Neil Campbell/ Jill Gilchrist ➤ Input from Neil Campbell/ Jill Gilchrist ➤ Input at regular class GIRFEC meetings
1.3 Development of approaches to support for learning including use of support staff	Plan in place by October 2017 Development through until June 2018	Lead: DHT Involved: Sandra Eaglestone All support staff	<ul style="list-style-type: none"> ➤ Learning support teacher, resources and room ➤ In- house training for support staff – DHT ➤ Training in assessment techniques and use of data for LS teacher

Evidence of Impact

- There will be a shared language of learning in place which will allow staff, pupils and parents to talk with common understanding about learning, progress and to set appropriate targets initially in literacy, numeracy and health and wellbeing
- Data files will show what information has been collected, minutes of GIRFEC meetings will evidence how that data has been interpreted and planning documentation will show how this information has been used to inform planning for learning and teaching.
- Improvements in attainment as a result of these interventions will be evident in improvement of individual pupils scores in standardised summative assessments.

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

NIF Driver School Improvement Parental engagement Assessment of children's progress	HGIOS?4 2.1 Safeguarding and child protection 2.4 Personalised support 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	Other Drivers HGIOELC? 2.1 Safeguarding and child protection 3.1 Ensuring wellbeing, equality and inclusion RRS Article 23 (Children with disabilities): Article 31 (Leisure, play and culture):
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Expected outcomes for learners which are measurable or observable

- The needs of specific pupils identified through wellbeing assessments and supported by Boxall profiling will be being met through use of the wellbeing room as a 'safe' place where appropriate interventions can be carried out leading to an improvement in the child's overall wellbeing evidenced by subsequent wellbeing assessments and follow up Boxall profiles.
- The PATHS programme will be being used in all classes and its impact monitored through improvements in relationships, pupil resilience and conflict resolution across the school.
- Pupils will benefit from input from partner agencies to ensure appropriate knowledge and understanding to enable them to make good choices in terms of their own health and wellbeing and that of others evidenced by these good choices being made.
- Involvement in the Rights Respecting Schools Award programme will ensure that all of our learners are aware of their rights and are being supported to ensure that these rights are accorded to them all and success will be evidenced by achievement of Level 2 status by February 2019.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Creation of wellbeing room	Completion of physical environment by December 2017 Development of use of the space will be on-going throughout the session	Lead: DHT Involved; All support staff Support Staff Lead: Jeanette Barr	Resources necessary to create a 'safe' space where children's wellbeing needs can be met and health and wellbeing interventions can be carried out. Training in nurture for support staff. Training in de-escalation strategies for support staff. Access for nursery as required.
1.2 Continue update of health and wellbeing programme to ensure it adequately meets the needs of our context including embedding of PATHS programme	To be completed by March 2018	Lead: DHT Involved: Partner agencies who deliver direct input to HWB All teaching staff –PATHS All nursery staff - PATHS	Support from: Young Alcohol Team Community Nutritionist Hungry for Success Community Police Community Wardens CLD and others PATHS programme
1.3 Revisiting outdoor learning	Work carried out during curriculum development meetings To be completed by June 2018	Leads: Pamela Cassidy, Amy Arthur, Michael Pollock SMT ECO pupil group All teaching staff All nursery staff	Current outdoor learning plan Engagement with wider local community Local environment as a resource
1.4 Working towards Rights Respecting Schools Award at Level 2	To be completed by February 2019	Leads: Amarpreet Kaur – school Susanne Gartley - nursery RRS pupil group All staff/all pupils	RRS Launch pad Input for staff on current RRS programme - INSET Staff training on the development of a class charter

Evidence of Impact to be completed by March 2018

- Updated wellbeing assessments and/or Boxall profiles will evidence impact of wellbeing room, the interventions that take place there and the input of staff working in this environment.
- Pupils will be observed making good choices in terms of their own health and wellbeing and will demonstrate awareness of their impact on others during restorative conversations and teachers plans and programmes of work will show the involvement of partner agencies and the inclusion of the PATHS programme.
- All classes will make use of the school and wider community outdoor environments as opportunities for learning evidenced by planning documentation, SMT observations, updated programmes of work which include opportunities for use of outdoor environment and minutes of ECO pupil group.

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver School Improvement Parental engagement	HGIOS?4 2.7 Partnerships 3.3 Increasing creativity and employability	Other Drivers HGIOELC? 2.7 Partnerships 3.3 Developing creativity and skills for life RRS Article 12 (Respect for the views of the child): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> ➤ Pupils at all stages will have an age appropriate understanding of what employability skills are and will be able to identify and articulate which skills they are developing at school and how they are doing this. ➤ All pupils will experience visiting a workplace and/or have the opportunity to talk to visitors from the world of work during the course of this session.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Implementation of Local Authority guidance on incorporating Employability Skills 3-18 into our curriculum.	Work to be carried out in School Improvement Group meetings by June 2018	Lead: Annabelle Giambattista Involved: All Teaching staff All nursery staff	Local Authority Guidance Document
1.2 Working with our Parent Council to develop events that make links to world of work across the curriculum to ensure all pupils either visit a workplace or have the opportunity to talk to a visitor about the world of work.	To be completed by June 2018.	Leads: A Giambattista/PC Chair Involved: Parent Council Partners in world of work	Parent Council support group Partners from the world of work

Evidence of Impact
<ul style="list-style-type: none"> ➤ Pupils will understand and be able to articulate the links between their learning in school and the world of work, identifying employability skills and explaining how these may be used in a future workplace.

