

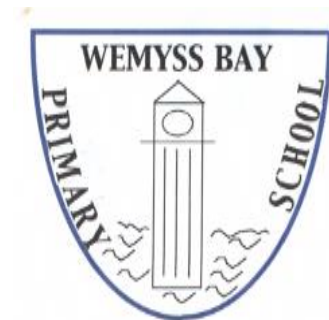
# Education – Improvement Planning Document

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Establishment Name: **Wemyss Bay Primary School and Nursery Class**

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2. 3 Year overview of priorities – based on the National Improvement Framework
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Signatures:

Head of Establishment	<i>Clair Montgomery</i>	Date	25.6.18
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Quality Improvement Officer		Date	
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# Our Vision, Values and Aims

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## **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 attitudes, skills and knowledge to enable them to become successful learners.

To provide regular, planned opportunities for our learners to gain confidence in their learning, 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, local community and beyond.

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

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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 2018/19	Session 2019/20	Session 2020/21
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> <li>➤ Embed North Lanarkshire Active Literacy strategy at P1 to P3 and extend to P4 &amp; P5</li> <li>➤ Implement Inverclyde Literacy and Numeracy Progression Pathways</li> <li>➤ Moderation of expectation in reading &amp; numeracy</li> <li>➤ Development of reporting format and procedure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revisit literacy/maths resources to ensure that they support effective learning and teaching in light of the Inverclyde Progression Pathways</li> <li>➤ Refine reporting format and procedure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluate and update spelling and grammar programmes based on data collected over the previous three sessions</li> <li>➤ Further refine reporting format and procedure according to feedback from all stakeholders</li> </ul>
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> <li>➤ Phase 2 of Visible Learning Training and implementation of outcomes throughout school</li> <li>➤ Further extend teachers' skills in collection, interpretation and use of data including BGE Toolkit and SNSA reports</li> </ul>	<ul style="list-style-type: none"> <li>➤ Phase 3 of Visible Learning Training and extended implementation of outcomes throughout school</li> </ul>	<ul style="list-style-type: none"> <li>➤ Embed Visible Learning in line with the action plans implemented during the previous three sessions</li> </ul>
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> <li>➤ Further development of programme of use of wellbeing room</li> <li>➤ Continue update of health and wellbeing programme</li> <li>➤ Integrate opportunities for use of the local environment into our social studies and science programmes</li> <li>➤ Work towards Rights Respecting Schools Award Level 2 by Feb 2019</li> </ul>	<ul style="list-style-type: none"> <li>➤ Embed updated HWB programme</li> <li>➤ Integrate opportunities for use of the local environment into other curricular areas</li> </ul>	<ul style="list-style-type: none"> <li>➤ Extend opportunities for pupils to take charge of their own health and wellbeing through input from outside agencies</li> </ul>
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> <li>➤ Consolidation of our curriculum rationale</li> <li>➤ Continue to develop programmes of study to support the development of employability skills</li> <li>➤ Develop pupil roles within the school community</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revisit programmes of study to further develop opportunities for engagement with the world of work through the development of partnerships</li> <li>➤ Extend pupil roles within the school community</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revisit curriculum rationale to ensure its relevance</li> </ul>

# Wemyss Bay Primary Pupil Equity Fund Plan–Session 2018-2019

## NIF Priority

### Closing the attainment gap between the most and least disadvantaged children

#### Data and Analysis:

##### Intervention 1 – Staff training in Visible Learning (Phase 2)

Attainment data (PIPS/SWST etc.) indicates that 43% of targeted FME pupils are making less than expected progress. This is an improvement on last session which supports the continuation of this intervention. The remainder (57%) are making expected progress or better but all should continue to 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 – Development of resources to support on-going implementation of North Lanarkshire Active Literacy Strategy and SEAL as a framework for numeracy teaching at Early and First Levels

Attainment data (e.g. PIPS & planned literacy/numeracy assessments) indicates 66% targeted FME pupils working at Early and First levels are making less than expected progress. This is an improvement on last session which supports the continuation of these two interventions. The remainder (34%) are making expected progress or better but all should continue to benefit from this intervention.

Rationale: to improve literacy and numeracy of targeted pupils across Early and First Level.

##### Intervention 3 – Continuation and extension of provision of specific targeted support within the classroom to facilitate engagement with the curriculum

Staff observations and attainment data shared within the context of GIRFEC identify that 100% of the 53% of FME pupils identified as having difficulty in engaging and sustaining focus in literacy and numeracy have benefitted from this additional support. This supports the continuation and extension of this intervention and 62% of our current FME pupils have been identified as potentially benefitting from this during the coming session.

Rationale: targeted one to one or small group support during literacy and numeracy activities throughout the school week should improve focus and therefore impact positively on attainment in these areas as has been evident this session.

##### Intervention 4 – Staff Training in Catch Up Literacy followed by the implementation of this programme with targeted pupils

Data shows that there is a dip in attainment in literacy at P4 & P5 and it is proposed that this intervention will help to improve reading development for 100% of targeted FME pupils at these stages.

Rationale: to improve reading skills of targeted pupils in P4 & P5.

##### Intervention 5 – Maintain financial support fund to allow target pupils to engage in extra-curricular activities organised by the school

Awareness of specific family circumstances 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.

##### Intervention 6 – Cluster Wellbeing Officer (proportionate share with Cluster secondary and other associated primaries)

Through the context of GIRFEC, 31% of FME pupils are identified as having issues with attendance, late coming or specific family circumstances which may improve with the short term support of a wellbeing officer.

Rationale: to support families to ensure pupils' regular attendance at school allowing them to benefit more fully from learning and teaching opportunities.

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.	By March 2019	<p>Total amount allocated = 15 pupils @ £1200 = £18000</p> <table border="1" data-bbox="960 400 1722 997"> <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 Share of Cluster Wellbeing Officer</td> <td>£12056 £500</td> <td>25hrs/ TTx1 As required</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>To support implementation of NL Literacy &amp; SEAL</td> <td>£500</td> <td>N/A</td> </tr> <tr> <td>Commissioned /purchased services/partners</td> <td>Visible Learning Training Catch Up Literacy Training</td> <td>£2200 £1600</td> <td>N/A</td> </tr> <tr> <td>Other</td> <td>Extra-curricular Activity Fund Contingency</td> <td>£350 £504</td> <td></td> </tr> <tr> <td>Total</td> <td>Support costs Overall total</td> <td>£290 £18000</td> <td></td> </tr> </tbody> </table>		Role	£	FTE/hrs/No	Teaching staff	N/A	N/A	N/A	Support staff	PEF CA Share of Cluster Wellbeing Officer	£12056 £500	25hrs/ TTx1 As required	Supported study	N/A	N/A	N/A	Lets/transport	N/A	N/A	N/A	Resources	To support implementation of NL Literacy & SEAL	£500	N/A	Commissioned /purchased services/partners	Visible Learning Training Catch Up Literacy Training	£2200 £1600	N/A	Other	Extra-curricular Activity Fund Contingency	£350 £504		Total	Support costs Overall total	£290 £18000		See above and below for evidence of impact specific to each intervention.
	Role	£	FTE/hrs/No																																				
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<p><u>Intervention 1</u>  <b>Staff training in Visible Learning</b> (Phase 2)  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 and on attainment.</p>	<p>Phase 2 by March 2019</p> <p>Whole programme by February 2020</p>	<p><b>£2200</b> allocated to training programme – OSIRIS – to be confirmed  Staff training programme set up by OSIRIS will continue to be followed and extended by SMT through further CLPL sessions.  SMT scheduled quality assurance activities will continue to provide the framework for monitoring as will on-going interrogation of data from standardised assessments in terms of pupil attainment.  Reporting supported by OSIRIS.</p>	<p>Data collected and reported through engagement with the process supported by OSIRIS consultants.</p> <p>Attainment data</p>																																				

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 2</u> <b>Development of resources to support on-going implementation of North Lanarkshire Active Literacy Strategy and SEAL as a framework for numeracy teaching at Early and First Levels</b> Direct link to learning and teaching in literacy and numeracy	In response to resource needs throughout the session	<b>£500</b> allocated to related resources including relevant CLPL.  The on-going planning and implementation of this intervention will be led by the HT. Staff training will be accessed through the Attainment Challenge.	Attainment data
<u>Intervention 3</u> <b>Continuation and extension of provision of specific targeted support within the classroom to facilitate engagement with the curriculum</b> Direct link to learning and teaching in literacy and numeracy	On- going throughout the session	<b>£12056</b> = 25 hours per week of PEF CA post (to allow existing staff to implement both this intervention and the on-going work in the wellbeing room)  DHT will continue to manage implementation of this intervention. Staff training to support learning in literacy and numeracy will be provided by both the Attainment Challenge and the DHT.	Staff observations  Attainment data
<u>Intervention 4</u> <b>Staff Training in Catch Up Literacy followed by the implementation of this programme with targeted pupils</b> Direct link to learning and teaching in literacy	Training by October 2018  Implementation on-going in response to needs	<b>£1600</b> = training for 4 members of staff @ £400 each - DHT + 3 members of support staff involved in Intervention 2  DHT will manage the implementation of this intervention with the support staff members carrying out the implementation of the programme once trained.	Attainment data
<u>Intervention 5</u> <b>Maintain financial support fund to allow target pupils to engage in extra-curricular activities organised by the school</b> 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 session	<b>£350</b> SMT working with families 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
<u>Intervention 6</u> <b>Cluster Wellbeing Officer (proportionate share with Cluster secondary and other associated primaries)</b> Linked to benefits of regular attendance at school on wellbeing and attainment	In response to needs throughout session	<b>£500</b> towards post of Cluster wellbeing officer shared with Inverclyde Academy and associated primaries – contribution proportionate to perceived need/available funding.  Officer to be based in Inverclyde Academy to be accessed on a needs basis as identified by SMT.	Attendance data  Attainment data

# Plan –Session 2018-2019

<b>Priority 1 Improvements in attainment, particularly in literacy and numeracy</b>		
<b>NIF Driver</b> School leadership Assessment of children's progress Performance information	<b>HGIOS?4</b> 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	<b>Other Drivers</b> <b>HGIOELC?</b> 2.2 Curriculum 2.3 Learning, teaching and assessment <b>RRS</b> Article 28: (Right to education): Article 29 (Goals of education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>➤ Further improvements in reading, writing, spelling and numeracy attainment throughout the school evidenced by results/scores from SNSA and by improved performance in relation to comparator schools.</li> <li>➤ Improvements in writing evidenced by Local Authority end of level marking criteria based on writing benchmarks.</li> <li>➤ Pupils will have an increased understanding of their own learning journeys evidenced by their engagement with the new reporting process</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 Embed North Lanarkshire Active Literacy strategy at P1 to P3 and extend to P4 & P5	Work carried out during planning time and in curriculum development meetings To be completed by June 2019	Lead: Pamela Cassidy Primary 1 to 5 teachers SEYECO Laura Gallagher - transition	North Lanarkshire Active Literacy Materials Training from Attainment Challenge CMOs Visible Learning
1.2 Implement Inverclyde Literacy and Numeracy Progression Pathways	Work carried out in curriculum development meetings To be completed by June 2018	Overall Lead: HT Involved: All teaching staff Level Leads: Early – Julie Carswell P1 Laura Gallagher - Nursery	Inverclyde Literacy and Numeracy Progression Pathways Literacy and Numeracy resources available in school Visible Learning



Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		First – Juliet Maxfield Second – Amarpreet Kaur	
1.3 Moderation of expectation in reading & numeracy at school, cluster and local authority levels	Work carried out at school, cluster and local authority level moderation events By June 2019	Leads: Local Authority/Cluster HTs Involved: All Teaching staff All Nursery staff	Units of work in reading and numeracy at all levels produced by cluster schools for the purpose of moderation
1.4 Moderation of expectation in writing at school and cluster levels	Work carried out at school and cluster level moderation events By June 2019	Leads: Cluster HTs Involved: All Teaching staff All Nursery staff	Inverclyde Writing Criteria Assessed samples of writing from all cluster schools at all levels
1.5 Development of reporting format and procedure	Work carried out in School Improvement Group meetings To be completed by June 2019	Lead: HT All Teaching staff All nursery staff Parent Council Pupil Council	Sample report formats from other schools Inverclyde Literacy and Numeracy Progression Pathways

### Evidence of Impact

- The percentage of pupils achieving a level will move to or remain above local and national averages in all areas of literacy and numeracy
- Based on the 2017-2018 data any identified gaps between Wemyss Bay and our comparator schools will reduce.
- Assessment of writing will be consistent across the Inverclyde Academy cluster – evidenced by assessed samples of writing shared.
- SNSA data will evidence improvement in skills development in reading, writing and numeracy

**Priority 2 Closing the attainment gap between the most and least disadvantaged children**

<p><b>NIF Driver</b>          School Improvement          Teacher professionalism          Assessment of children's progress</p>	<p><b>HGIOS?4</b>          3.2 Raising attainment and achievement          2.3 Learning, teaching and assessment          2.4 Personalised support</p>	<p><b>Other Drivers</b>  <b>HGIOELC?</b>          3.2 Securing Children's progress          2.4 Personalised support  <b>RRS</b>          Article 3 (Best interests of the child):          Article 28: (Right to education):</p>
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**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. SNSA, SWST, Staging Posts etc.

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
2.1 'Visible Learning' training for all teaching staff	Year two of training programme completed by June 2019. Full programme by February 2020.	Lead: OSIRIS/SMT Involved: All teaching staff Impact coach: Amarpreet Kaur	<ul style="list-style-type: none"> <li>➤ OSIRIS Training Programme</li> <li>➤ Visible Learning professional reading materials</li> <li>➤ Support from Impact Coach/SMT</li> </ul>
2.2 Further extend teachers' skills in collection, interpretation and use of data including BGE Toolkit and SNSA reports	On-going throughout the session	Lead: HT/DHT Involved: All teaching staff	<ul style="list-style-type: none"> <li>➤ Data from Neil Campbell</li> <li>➤ Input from Neil Campbell</li> <li>➤ Input at regular class GIRFEC meetings</li> <li>➤ BGE Toolkit</li> <li>➤ SNSA Reports</li> </ul>

**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**

<p><b>NIF Driver</b>          School Improvement          Parental engagement          Assessment of children's progress</p>	<p><b>HGIOS?4</b>          2.1 Safeguarding and child protection          2.4 Personalised support          2.7 Partnerships          3.1 Ensuring wellbeing, equality and inclusion</p>	<p><b>Other Drivers</b>  <b>HGIOELC?</b>          2.1 Safeguarding and child protection          3.1 Ensuring wellbeing, equality and inclusion  <b>RRS</b>          Article 23 (Children with disabilities):          Article 31 (Leisure, play and culture):</p>
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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
3.1 Development of programme of use of wellbeing room	Development of the programme will be on-going throughout the session	Lead: DHT Involved; All support staff Support Staff Lead: Jeanette Barr	Life skills programme Further training for support staff using this space particularly in response to individual pupil needs
3.2 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 December 2018	Lead: DHT Involved: Partner agencies who deliver direct input to HWB All teaching staff –PATHS All nursery staff - PATHS	Support from: Educational Psychology Young Alcohol Team Community Nutritionist Hungry for Success Community Police Community Wardens CLD and others PATHS programme
3.3 Integrate opportunities for use of the local environment into our social studies and science programmes	Work carried out during curriculum development meetings To be completed by June 2019	Leads: HT, Stephanie McCreddie, Annabelle Giambattista, 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 Current social studies and science programmes
3.4 Working towards Rights Respecting Schools Award at Level 2	To be completed by February 2019	Leads: Amarpreet Kaur – school Laura Gallagher - nursery RRS pupil group All staff/all pupils	RRS Launch pad Input for staff on current RRS programme - INSET

### Evidence of Impact

- 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**

<b>NIF Driver</b> School Improvement Parental engagement	<b>HGIOS?4</b> 2.7 Partnerships 3.3 Increasing creativity and employability	<b>Other Drivers</b> <b>HGIOELC?</b> 2.7 Partnerships 3.3 Developing creativity and skills for life <b>RRS</b> Article 12 (Respect for the views of the child): Article 29 (Goals of education):
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**Expected outcomes for learners which are measurable or observable**

- 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
4.1 Consolidation of our curriculum rationale	By October 2018	Lead: SMT	Alison Drever’s guidance materials
4.2 Continue to develop programmes of study to support the development of employability skills	Work to be done during curriculum development meetings	Leads: DHT Parent Council Partners in world of work	Local Authority guidance on incorporating Employability Skills 3-18 Parent Council support group Partners from the world of work
4.3 Develop pupil roles within the school community	By October 2018	Leads: HT/Class Teachers Pupils	Examples of pupil roles within other establishments

**Evidence of Impact**

- 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.

