

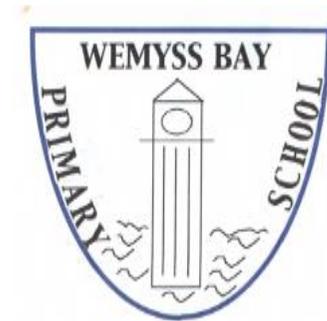
# Education – Improvement Planning Document

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

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Signatures:

Head of Establishment	<i>Clair Montgomery</i>	Date	21.6.19
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Education 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.

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## 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 2019-2020

Session 2020-2021

Session 2021-2022

# Overview of rolling three year plan

National Priorities	Session 2019/20	Session 2020/21	Session 2021/22
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> <li>➤ Embed North Lanarkshire Active Literacy strategy at P4 &amp; P5 and extend to P6 &amp; P7</li> <li>➤ Develop Listening and Talking programmes in light of the Inverclyde Progression Pathways</li> <li>➤ Extend moderation activities to include Listening and Talking</li> <li>➤ Nursery expansion - transition</li> <li>➤ Development of reporting format and procedure</li> <li>➤ Development of self-evaluation processes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Embed North Lanarkshire Active Literacy strategy at P6 &amp; P7</li> <li>➤ Embed Listening and Talking programmes</li> <li>➤ Embed new transition procedures</li> <li>➤ Further refine reporting format and procedure according to feedback from all stakeholders</li> <li>➤ Implement updated self-evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluate and update spelling and grammar programmes based on data collected over the previous four sessions</li> <li>➤ Update transition process at P7 to S1</li> <li>➤ Evaluate and refine self-evaluation process</li> </ul>
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> <li>➤ Phase 3 of Visible Learning Training and implementation of outcomes throughout school</li> <li>➤ Update assessment processes to ensure quality data</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> <li>➤ Evaluate updated assessment processes in terms of quality of data</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revisit action planning for visible learning</li> <li>➤ Embed positively evaluated assessment processes</li> </ul>
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> <li>➤ Embedding of PATHs programme</li> <li>➤ Development of approaches to nurture – focus on two principles</li> </ul>	<ul style="list-style-type: none"> <li>➤ Embed updated HWB programme</li> <li>➤ Embed nurture principles developed in session 2019-2020 and introduce a third</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue development of nurture approaches</li> </ul>
Improvement in employability skills and sustained positive school leaver destinations for all young people	<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>➤ Development of STEM activities at all stages with a particular focus on Digital Literacy</li> <li>➤ Website development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Embed DSYW strategy</li> <li>➤ Evaluate and further develop STEM challenges</li> <li>➤ Year 1 of Digital Literacy Plan</li> </ul>	<ul style="list-style-type: none"> <li>➤ Embed STEM programme at all stages</li> <li>➤ Year 2 of Digital Literacy Plan</li> </ul>

# Wemyss Bay Primary Pupil Equity Fund Plan–Session 2019-2020

## **NIF Priority**

Closing the attainment gap between the most and least disadvantaged children

### **Data and Analysis:**

#### Intervention 1 – Staff training in Visible Learning (Phase 3)

Attainment data (TPJ/SNSA/SWST etc.) indicates that 42% of targeted FME pupils are making less than expected progress. This is a year on year improvement over the last two sessions which supports the continuation of this intervention. The remainder (58%) 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 – Continuation 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 32% of FME pupils identified as having difficulty in engaging and sustaining focus in literacy and numeracy have benefitted from this additional support. Last session 43% of pupils required this support; this has reduced to 32% as a result of the intervention, evidencing its impact. This supports the continuation of this intervention and 53% of next session's FME pupils have been identified as potentially benefitting.

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

#### Intervention 3 – To provide short term blocks of additional small group teaching time to support literacy and numeracy development

As with Intervention 1 attainment data (TPJ/SNSA/SWST etc.) indicates that 42% of targeted FME pupils are making less than expected progress.

Rationale: to provide additional teacher input with the aim of improving the progress of all identified pupils in literacy and numeracy (delivered in appropriate peer group settings where the other pupils have also been identified as potentially benefitting from this specific support).

#### Intervention 4 – To provide further opportunities for parental engagement in learning

Data from families indicates that although our current parental engagement in learning programme is rated well there is scope for improvement and families are keen to develop a deeper understanding of learning processes to better support their children.

Rationale: to provide further opportunities for families to engage in children's learning to maximise parental potential to influence improved attainment.

#### 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.

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?
Five interventions detailed above and below focusing on improvements in attainment for 20 pupils identified by FME.	By March 2020	Total amount allocated = 20 pupils @ £1200 = £24000				See above and below for evidence of impact specific to each intervention.
		Teaching staff	Role Teacher (supply) – short term blocks during each term	£ £222 per day based on spinal point 3 <b>£6216</b>	FTE/hrs/No 28 days to be adjusted according to specific personnel	
		Support staff	PEF CA	<b>£12852.30</b>	25hrs x 46weeks x 1	
		Supported study	Teachers	£26.22 per hour x 64 <b>£1678.08</b>	64 hours	
		Lets/transport	N/A	N/A	N/A	
		Resources	N/A	N/A	N/A	
		Commissioned /purchased services/partners	Visible Learning Training	<b>£2200</b> (approx. based on last session)	N/A	
		Other	Extra-curricular Activity Fund Contingency	<b>£150</b> <b>£613.62</b>		
		Total	Support costs  Overall total	<b>£290</b> (approx.) <b>£24000</b>		

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?
<p><u>Intervention 1</u>  <b>Staff training in Visible Learning</b> (Phase 3)  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 3 by March 2020   Whole programme by March 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.   Attainment data</p>
<p><u>Intervention 2</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</p>	<p>On- going throughout the session</p>	<p><b>£12852.30</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 continue to be provided by both the Attainment Challenge and the DHT.</p>	<p>Staff observations   Attainment data</p>
<p><u>Intervention 3</u>  <b>Provision of short term blocks of additional small group teaching time to support literacy and numeracy development</b>  Direct link to learning and teaching in literacy and numeracy</p>	<p>8 week blocks of two half days per week in each of four terms</p>	<p><b>£6216</b> = 1 supply teacher for 2 x 1/2 days per week for an 8 week block in each of four terms  To provide direct teaching for small groups which include target pupils to raise attainment in literacy and numeracy  DHT will manage implementation of this intervention to ensure that it supplements core learning support provision</p>	<p>Attainment data</p>
<p><u>Intervention 4</u>  <b>Provision of further opportunities for parental engagement in learning</b>  Links to all four national priorities</p>	<p>1 workshop per month for 8 mths of session</p>	<p><b>£1678.08</b> (approx.) = 1 x 4 hour session for 2 teachers per month for 8 months = 64hours  Teaching staff will deliver monthly parent/carer workshops to support families in engaging with their children’s learning</p>	<p>Attainment data   Parental feedback</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?
<p><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</p>	<p>In response to needs during session</p>	<p><b>£150</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.</p>	<p>Staff observation of improved presentation             Attainment data</p>

# Plan –Session 2019-2020

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
<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):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> <li>➤ Further improvements in literacy and numeracy attainment throughout the school evidenced by results/scores from SNSA and/or by improved performance in relation to comparator schools including virtual comparator.</li> <li>➤ More effective transition from nursery to P1 supported by improved information in relation to learning evidenced by pupils learning journeys, tracking of progress and P1 teacher planning</li> <li>➤ Increased parental engagement with pupil learning as a result of improved reporting of progress</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Revisit resourcing of literacy and numeracy to ensure support for effective learning and teaching in relation to Inverclyde Progression Pathways	Work carried out in curriculum development meetings To be completed by Dec 2019	Lead: HT Involved: All teaching staff SEYECO	Inverclyde Literacy and Numeracy Progression Pathways Literacy and Numeracy resources available in school
1.2 Develop programmes in Listening and Talking in relation to Inverclyde Progression Pathways	Work carried out in curriculum development meetings To be completed by March 2020	Overall Lead: HT Involved: All teaching staff Level Leads: Early – Julie Carswell, SEYECO First – Amy Arthur Second – Stephanie McCreddie	Inverclyde Literacy Progression Pathway for Listening and Talking A range of Listening and Talking approaches and resources Any training opportunities available in this area

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.3 Planning for nursery expansion (1140hours) including development of transition from Nursery to P1 supported by Inverclyde Progression Pathways	Work carried out in School Improvement Group meetings To be completed by June 2020	Leads: Elaine Montgomery HT/ Alison Gillespie DHT Involved: Julie Carswell P1, SEYECO, nursery staff	Resources and training related to nursery expansion – in particular development of outdoor experience Partnership with Educational Psychology – focus on Nurture Principle – ‘Transitions are important in children’s lives’ Inverclyde Progression Pathways in Literacy and Numeracy
1.4 Continued 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 2020	Leads: Local Authority/Cluster HTs Involved: All Teaching staff All Nursery staff	Units of work in literacy and numeracy at all levels produced by cluster schools for the purpose of moderation
1.5 Development of reporting format and procedure (carried over from session 2018-2019)	To be completed by June 2020	Lead: SMT	Sample report formats from other schools Input already gathered from teaching staff, nursery staff, Parent Partnership, Pupil Partnership
1.6 Development a more robust and systematic approach to self-evaluation	To be completed by June 2020	Lead: Elaine Montgomery HT Involved: Alison Gillespie DHT Amarpreet Kaur DHT	Self-evaluation procedures from other establishments Support and sharing of practice from Local Authority Education Officer, Attainment Challenge Lead and HTs of other establishments

### 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 2018-2019 data any identified gaps between Wemyss Bay and our comparator schools will reduce.
- Assessment of learning in literacy and numeracy will be consistent across the Inverclyde Academy cluster – evidenced by outcomes of moderation activities.
- SNSA data will evidence improvement in skills development in reading, writing and numeracy.
- Planning and tracking of progress across Early level will evidence learner journeys which are seamless through transition

**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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<p><b>Expected outcomes for learners which are measurable or observable</b></p>
<ul style="list-style-type: none"> <li>➤ 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 and monitoring of pupil work.</li> <li>➤ There will be reliable evidence of progress available to teachers and learners to inform next steps in learning.</li> </ul>

<p><b>Tasks to achieve priority</b></p>	<p><b>Timescale</b></p>	<p><b>Those involved – including partners</b></p>	<p><b>Resources and staff development</b></p>
<p>2.1 'Visible Learning' training for all teaching staff</p>	<p>Year three of training programme completed by February 2020.</p>	<p>Lead: OSIRIS/Amarpreet Kaur DHT Involved: All teaching staff Impact coach: Amarpreet Kaur</p>	<p>OSIRIS Training Programme Visible Learning professional reading materials Support from Impact Coach/SMT</p>
<p>2.2 Revision of assessment programme to ensure quality data</p>	<p>By June 2020</p>	<p>Lead: SMT Involved: All teaching staff</p>	<p>Revised assessment calendar A range of assessment approaches and resources</p>

**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 PATHS programme will be used in all classes and its impact monitored through improvements in relationships, pupil resilience and conflict resolution across the school.
- Pupils will benefit from adults' improved understanding of behaviours and consequently will be better understood and supported.
- Transitions will be seamless ensuring learner's progress is ongoing as they move across a level.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.1 Embed PATHS programme throughout the school as part of on-going HWB programme development	To be completed by June 2020	Lead: Alison Gillespie DHT Involved: All teaching staff All nursery staff	PATHS resources Partnership with Educational Psychology
3.2 Focus on Nurture Principles: Language is a vital means of communication Transitions are important in children's lives	Work carried out during school improvement meetings To be completed by June 2020	Leads: Alison Gillespie DHT Laurence Reilly Ed. Psych. Gillian Docherty Ed. Psych. School Improvement Group: Stephanie McCreddie Amy Arthur Pamela Cassidy Involved: All teaching staff All nursery staff	How nurturing is our school? Nurture Group Network materials Partnership with Educational Psychology Partnership with ICOS Communication Friendly Schools programme

Evidence of Impact
<ul style="list-style-type: none"> <li>➤ Pupils will demonstrate enhanced awareness of themselves and of their impact on others during restorative conversations and teachers plans will show the inclusion of the PATHS programme.</li> <li>➤ There will be a reduction in the level of escalation of situations where pupils are responding to heightened emotion.</li> <li>➤ Improved transition information and an improved transition experience will lead to children who are prepared for and can cope with change and whose learning journeys are uninterrupted.</li> </ul>

**Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people**

<p><b>NIF Driver</b> School Improvement Parental engagement</p>	<p><b>HGIOS?4</b> 2.7 Partnerships 3.3 Increasing creativity and employability</p>	<p><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):</p>
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**Expected outcomes for learners which are measurable or observable**

- Understanding of STEM and related skills will be enhanced
- 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.
- Second Level 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 Revisit and consolidate our curriculum rationale	By October 2019	Lead: SMT	Alison Drever’s guidance materials
4.2 Enhance integration of STEM into our curriculum – including development of digital literacy	Work carried out during school improvement meetings To be completed by June 2020	Leads: Amarpreet Kaur DHT School Improvement Group: Annabelle Giambattista Juliet Maxfield NQT Involved: All teaching staff Parent partnership STEM group	
4.2 Revisit programmes of study to further develop opportunities for engagement with the world of work through the development of partnerships		Leads: Amarpreet Kaur DHT Parent Partnership Partners in world of work	Local Authority guidance on incorporating Employability Skills 3-18 Parent Partnership support group Partners from the world of work

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
4.3 Extend pupil roles within the school community	By October 2019	Leads: HT/Class Teachers Pupils	Examples of pupil roles within other establishments
4.4 Development of new school website to enhance communication with stakeholders	By December 2019	Lead: HT Involved: Juliet Maxfield	Training from Norman Greenshields Support from others using new format

### Evidence of Impact

- STEM Challenges will be in place for every class and improvements in pupil skills will be evident.
- A three year plan for Digital Literacy will be in place and improvements in pupil skills will be evident.
- 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.