WINCHBURGH PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN
RECOVERY PHASE PLAN

2021 / 2022

Factors Influencing the Improvement Plan

School Factors

HMIe Inspection Report – February 2020 and actions points within this along with those identified in school's Self Evaluation procedures
Consistency in learning and teaching, including implementing recommendations of *Improving Scottish Education*
Continued significant school growth – new classes, new teachers and extended ELC team
COVID Response Planning & Recovery Actions
Joint Campus shared space for both expanding schools – ongoing support with Local Authority strategic planners
Flexible early learning and childcare implementation
Cluster Improvement & Equity Priorities

Local Authority Factors

Moving Forward in Your Learning Guidance – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework, Agile Learning, Primary Groups -Autonomy, Skills, Curriculum, Digital,
Literacy and Numeracy West Lothian Priorities, HWB Recovery Maps
Raising attainment, including closing the gap (West Lothian Raising Attainment Strategy)
Transforming Your Council
Corporate Plan
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional Funding/Resources/Nurture Allocation
Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-
19 in schools
Equity Audit
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?
National Standard for ELC
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Developing Scotland's Young Workforce
Realising the Ambition / Being Me
Child Protection Procedures
GTCS professional standards and professional update 2021

At Winchburgh Primary our vision is for every learner to achieve their full potential

Kindness, Effort, Respect

Respect
Effort Safe
Learn
Kindness
Ready Respectful

We promote our core values of Kindness, Effort and *Respect* in all aspects of school life and encourage all to be:

✓ Respectful
✓ Safe
✓ Ready to Learn

Our vision and values are embodied within our *aims* to:

- create a welcoming, nurturing and supportive environment where all achievements are celebrated
- be aspirational, pursue excellence and maximise potential
- develop skills for life and the future by fostering determination, growth-mindset and resilience
- listen to and consider all points of view; promoting honesty, tolerance, trust and positive relationships
- work in partnership across our school, partners and the wider local community

"Every Learner achieves their Full Potential"

Recovery Planning and our School Improvement Priorities in 2020/21

As we emerge/re-emerge from a period of hugely significant challenge as a Nation and as a Community, we are taking the opportunity to Re-explore Learning and our Approaches across all aspects of our School.

At the heart of our School are our learners, families, staff and wider community. Our Vison, Values and Aims along with our Curriculum guide everything we do.

Our evolving curriculum is focused on the Four Capacities of Curriculum for Excellence, using the CfE Principles of Curriculum Design.

Through our recovery we are working to ensure the "4 Foundations" of **Courage, Relationships, Values** and **Relevance** shape our curriculum developments.

We aim to develop *Agile Learners* who will have the skills required to successfully navigate the world they will engage with as adults of the future.

Our curriculum is the totality of learning that we deliver and support as part of the experiences that we provide for all learners at Winchburgh PS and ELC. We see wider experiences beyond school including home learning as important elements of the broader curriculum. This session our Curriculum maintains a focus on Health & Wellbeing, Literacy and Numeracy and the anticipated CfE Refresh.

We regularly review and refresh our curriculum, making use of a range of support materials, including the refreshed CfE Narrative: https://bit.ly/ES-RefCfENar, to ensure we reflect our changing and diverse school community. We aspire to provide a curriculum which promotes agile learning approaches. We plan to achieve this through authentic fulfilment of the four capacities and contexts for learning, developing skills for learning, life and work.

During the next year, our Recovery Curriculum should be seen as an interim rationale whilst also providing us an opportunity to re-explore learning with a focus on agile learning approaches.

Contextual Data Analysis and Rationale for 2021/22 School Improvement Plan (maximum one side A4)

Background - The context for the learners in your school:
The Head Teacher has been in post for 3 years. The school and ELC has an acting Depute Head Teacher, and 2 acting Principal Teachers. The leadership team is further supplemented with 3 extended leadership roles and all staff have leadership opportunities across the school.

The school and ELC continues to expand within the growing, and increasingly diverse, community.

School Roll – Year on Year

2017/18	2018/19	2019/20	2020/21
172	212	255	308

The school received a successful HMIE report published in February 2020 which agreed clear next steps for school improvement. The school and local authority continue to work in partnership to ensure there is robust and continued improvement with a positive ethos where leadership at all levels is nurtured and encouraged for the benefit of all learners. The school continues to be focused upon recovery within the wider global pandemic along with ongoing improvement.

Data to identify the universal (SIP) and targeted (PEF) support:
Across the course of the last year we have gathered a range of data and undertake ongoing analysis to ensure our universal and targeted supports are meeting the current needs of our learners. Our SIP and PEF plans outline our plans based on the current picture and we remain responsive to changing needs in these uncertain times. Key parts of our data analysis to date indicate that:

- Curriculum for Excellence achievement of a level data has been impacted in most areas by the periods of remote learning and lockdowns over the past 18 months. We have identified specific areas to address in session 2021/22 which include:
  - Focus on improving attainment in reading in most year groups and writing in some
  - Further investigate and support higher achievement in listening and talking
  - Specific analysis and support approaches for learners in literacy from our quintile 2 learners
  - Investigation of some apparent disparity between genders in literacy & numeracy
- Our early year tracker analysis indicates that there is a continued need to focus on literacy, in particular phonological awareness.
- Our wellbeing self-reporting, analysis of trusted adult conversations, referrals to support agencies and attainment engagement indicate a continued and in some cases wider need to continue a focus on wellbeing with nurture being a particular focus at a number of year groups.
- Our Continuum of Support Level (on table opposite) notes that we have a high level of Additional Support Needs at key stages that require significant support. This is reflected in our Universal and PEF funding which supports our nurturing approaches and targeted pupil support worker initiatives.

	Level 1	Level 2	Level 3	Level 4
P1	71%	26%	3%	0%
P2	78%	20%	2%	0%
P3	78%	19%	3%	0%
P4	69%	28%	3%	0%
P5	53%	47%	0%	0%
P6	81%	19%	0%	0%
P7	66%	22%	12%	0%
Total	71%	26%	3%	0%

What are our universal priorities? - Identified SIP priorities informed by the above data (detail in SIP plan below)
Our priorities reflect the school's desire to continue to promote the wellbeing of all and raise attainment. We will maintain a focus on the further development of consistent approaches to learning and teaching at each level across the school. Our data indicates there should be a particular focus on aspects of HWB and literacy as we recover from the COVID-19 pandemic and period of remote learning. *See SIP Universal Priorities Plan for more details.*

What are our targeted priorities? - Identified PEF priorities informed by the above data (detail in PEF plan below)
Our data analysis identifies a number of needs to support early literacy and aspects of reading and writing across the school. There is an identified need to target groups of learners in aspects of numeracy. We are developing a range of focused interventions to support these and wider needs in health and wellbeing. *See PEF Priority Plan for more details.*

Winchburgh Primary School - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
Improvement in all children and young people's wellbeing: Strengthen school approaches to QI 3.1 to impact on pupil health, wellbeing, attainment and achievement. Refresh and develop health & wellbeing curriculum to improve wellbeing for all.	Detailed action plan to address priorities in this area include: • Ongoing analysis of wellbeing, engagement & participation (impact & next steps) • Revisit and embed Nurturing Schools principles across all classes • Re-develop nurture sessions to support target groups across years • Further develop our one-trusted adult approaches. • Develop HWB guidance to align with curriculum refresh and agile learning approaches • Formalise & enhance our approaches to staff HWB • Embed RSHP framework across P1 – P7 & agree timescales for delivery across cluster • Design and sharing information sway with parents via school website to increase understanding of RSHP resource • Revisit, adapt as required due to any ongoing COVID-19 mitigations our BRBLBB policy & re-share across school community, including parents and carers • Use of SHINE & pupil ethos surveys to support review of curriculum approaches	Ongoing throughout session 21/22 September 2021 Ongoing throughout session 21/22 October 2021 October 2021 October 2021	• Improvements in pupil and staff wellbeing reporting • Levels of engagement and participation enhanced • Refreshed HWB curriculum supporting the needs of all learners • Boxall online profiling tool • Baseline & follow-up pupil wellbeing indicators through T&M system along with teacher confidence questionnaire
Raising attainment for all, particularly in literacy and numeracy: Further enhance approaches to QI2.3 to improve attainment for all learners through consistent high quality, well planned learning opportunities, which are appropriately differentiated, targeted and effectively resources. Learner experiences and outcomes in reading are enhanced through practitioners developing a deeper understanding of pedagogical approaches that engage learners. **Closing the attainment gap between the most and least advantaged children:** Detailed analysis and targeted interventions is supporting the closing of our attainment gap between most and least advantaged children, (*see additional PEF planning sheet*).	Action plans in literacy, numeracy and PEF to address priorities including: • Review learning and teaching guidance for all teaching staff to support the further provision of consistent practise • Range of QI activities involving all stakeholders with focus on identified areas of L& T guidance – pre & follow-up sessions supporting consistency • Embed our whole-school reading culture through Reading Accreditation programme (See detailed action plan) • Continue development post and share updated Digital Learning Strategy, apply for Digital Schools Award • Extend and promote the use of digital approaches to enhance L & T across learning, our wider raising attainment agenda & within DYW and SfL • Flexible utilisation of PSWs to adapt to learning needs & attainment gaps • Strategic use of SLT & SfL team to scrutinise data, share across staff team, identify focused interventions & regularly evaluate impact • Enhance staffing to increase nurturing approaches across the school and ELC, including development of family support worker role • SaLT allocated to specific children / groups to support identified needs • Introduce and embed Reciprocal Reading, a structured approach to teaching reading strategies • Cluster training delivered by RIC / Pedagogy team – developing networking to evaluate progress and share outstanding practice.	October 2021 Ongoing throughout session 21/22 October 2021 Ongoing throughout session 21/22 September 2021 Ongoing throughout session 21/22 Sept 21 – June 22	• Data shows improved attainment in Literacy and numeracy beyond pre lock-down levels • Reading Accreditation awarded and ongoing promotion of reading culture evident across school • Literacy and numeracy attainment will be on track to meet or exceed the stretch aims agreed across WLC • Pupils at risk of missing out and negative engagement will be fully engaged in learning and making progress • All learners will have access to appropriate digital learning tools to support learning across the curriculum • Staff have increased awareness and skills in the effective use of digital learning tools – noted through QI activities and teacher confidence questionnaires • Effective use of reciprocal reading evident in QI activities, pupils work & reading attainment

Improvement in employability skills and sustained, positive school leaver destinations for all young people:
 	
Learners are agile in their approaches across a range of transferrable skills are more widely aware of employability skills, carer education and skills for learning, life and work.
 	
Practitioners will develop their understanding of agile approaches to learning, in order to promote learner **agency**, **autonomy** and the development of **the four capacities** across all **contexts for learning**.
	Action plan to address priorities in this area will include:
	• Finalised IDL planning approaches to promote transferable skills and the development of our agile curriculum
	• Further development of STEM/Science & DYW action plans
	• Continued development post, share next steps in outdoor learning and progress John Muir Award across the joint-campus
	• Development of 1+2 Action plan in line with national expectations
	• Development of play based learning plan
	• Engage staff in a range of CLPL opportunities focusing on learning environments and practices which support autonomy, agency, the four capacities and contexts for learning *(engaging the support of identified partners)*
	• Specific focus on enhancing pupil leadership skills – *leading own learning and that of others*
	• *Create forums and opportunities for collegiality across all cluster schools:*
	    ○ *Sharing of 'agile' practices, problems and solutions*
	    ○ *Enriching of learning through cross-school collaborative opportunities*
		October 2021
		
		Ongoing throughout session 21/22
		
		June 2022
			• Seen through QI activities and learner / staff feedback, there is evidence of positive impact across learning
			
			• Our IDL approaches promote transferable skills, linked to; DYW, STEM, Outdoor Learning, 1+2 Languages and play based learning approaches
			
			• Learners will be increasingly active and responsible participants in their learning journey. Learners will be able to reflect upon experiences and connect them to agency, autonomy, capacities and contexts.

PEF Priority	Proposed Actions & Resources _(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)_	What is the expected impact on reducing the gap in your context of your proposed actions? _(What story will your data tell by end of next session? By June 2022? You should include any targets linked to data)_	How will you measure the impact? _(You must be specific here in terms of:_ _new and existing performance data and other quantitative and qualitative information that will be required_ _plans for how data will be collected and reported)_
Literacy	Speech and Language Therapy Intervention	An increase in early literacy acquisition impacting positively on attainment	Baseline assessments and ongoing progress reviews
	Small group literacy interventions for targeted pupils	Improved literacy attainment from start of year data for identified pupils	Baseline and review assessments – engagement and participation in literacy
	Learning & Teaching: Staff training on reading & moderation	Increased staff confidence and skills in teaching reading & moderation of standards => Leading to improvements in reading & writing attainment	Improvements in assessment data – SWST / YARC / etc.
			T&M Meetings – Attainment reviews
	ICT opportunities to support literacy development and to increase parental engagement in learning.	Digital tools and skills are used confidently and effectively to enhance participation and improvements in attainment	Baseline parent/carer survey SeeSaw engagement
Numeracy	RIC Maths Recovery	Improved numeracy attainment from start of year data for identified pupils	Maths recovery assessment and progress checkers
	Small group numeracy interventions for targeted pupils	Improved numeracy attainment from start of year data for identified pupils	Baseline and review assessments – engagement and participation in numeracy
	ICT opportunities to support numeracy development and to increase parental engagement in learning.	Digital tools and skills are used confidently and effectively to enhance participation and improvements in attainment	Baseline parent/carer survey SeeSaw engagement
Health and Wellbeing	Nurturing Approaches (Staffing, resources & training)	Increased engagement & participating in learning Reduced class & playground distressed behaviours	Boxall profile data – target support and inform progress / Playground engagement tracking
	Positive Playtimes (Resources and staffing)	Enhanced engagement in play approaches with reduced playground incidents	Pupil playground surveys / Staff incident logs
	Introduction of family support worker role (staffing and training)	Increased learner and parent/carer engagement in learning / Enhanced partnership working between home and school.	Parent/Carer Surveys Attendance data over year HWB reporting data improvements
	Bal-A-Vis-X intervention (staffing or training)	Improved levels of engagement and attainment	Bal-A-Vis-X assessment and progress data Participation & Engagement T&M data