

WINDYKNOWE PRIMARY SCHOOL IMPROVEMENT PLAN

2017 / 2018



Factors Influencing the Improvement Plan

School factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Flexible early learning and childcare implementation

Local authority factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework

Raising attainment, including closing the gap

Delivering Better Outcomes

Single Outcome Agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental Engagement Framework

Increased entitlement to early years' provision

National factors

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?

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Building the Ambition

Standardised Assessments

Child Protection Issues / Guidance

National Legislation: Children and Young People (Scotland) Act 2014

GTCS standards and professional update

Vision Statement

At Windyknowe Primary we strive to create a respectful and trusting community in which all contributions are valued. We work in partnership to provide a safe, nurturing and supportive environment which encourages each individual to develop to their full potential to become a healthy, valuable member of society.

Our Values

We always try to do our best



We stand up for what is right and speak out when things are wrong
We take responsibility for our own actions
We show respect
We share and are fair and friendly around others
We show patience, tolerance and try to solve problems peacefully
We understand that it is important to tell the truth so that others trust us
We care about others and know people in our school care for us
We look after our world so everyone can enjoy it

Our Aims

Learning and Teaching

- * The highest quality of learning and teaching is provided
- * Children experience innovative, fun, inspiring, motivating, creative and inclusive learning
- * A progressive, coherent and balanced curriculum enables pupils to reach their full potential
- * Meaningful assessment is integrated which provides effective feedback and informs pupils of next steps
- * High standards of individual attainment and achievement are recognised and celebrated

Vision and Leadership

- * A shared, agreed vision with a common goal is in place
- * Leadership is encouraged at all levels
- * Collegiality exists across the school

Partnership

- * Build and maintain worthwhile, collaborative partnerships with all stakeholders
- * Involve pupils in decision making that affects them in school and the wider community

People

- * Everyone in the school community feels valued, respected and included
- * Pupils, families and staff participate in the decision making process
- * Solid professional relationships ensure positive outcomes for all children

Culture and Ethos

- * Responsibility, respect and a positive attitude are promoted
- * A safe environment in which individuals can develop healthy lifestyle choices is provided
- * Creative, enterprising and ambitious individuals are developed
- * Success and achievement is celebrated

Windyknowe Primary School				Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities (observable, measurable outcomes which focus on learning, achievement and wellbeing)	NIF driver mapping (check as appropriate)	HG10S4 HG10 ELC QIs	NCS	Proposed Actions	By Whom	By When	Evidence (include performance data, quality indicators and stakeholders' views)
<p>Raising attainment for all:</p> <p>** All pupils experience high quality learning and teaching through improved consistency in teacher knowledge and understanding of pedagogy.</p>	<input type="checkbox"/> School/ELC Improvement <input type="checkbox"/> School/ELC Leadership <input type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	1.1 1.2 1.3 2.3 3.2		<p>Review, refresh and develop framework of Assessment is for Learning to enable learners to take more responsibility for planning and assessing their progress</p> <p>Enable higher-order thinking skills in all learners. Revisit practice around AiFL</p> <p>Cluster Quality Improvement Group focus – excellent learning and teaching making reference to the Education Endowment Fund information, Educational Psychology guidance and Tapestry programme. Identified schools to take part in the Tapestry programme: Introduction:</p> <p>Personal Planning</p> <p>Session 1- Improving pedagogy – focussing on learning *Greater focus on 4 capacities in daily classroom dialogue *More focus on the four contexts of learning when planning *Support for Learning teachers continue to work in a more effective way with larger groups of children to close the attainment gap, planning with teachers and implementing high quality learning across stages rather than with small groups or individuals * All teachers become more confident in their sharing of Learning Intentions and Success Criteria with children in their classes to ensure the purpose of learning is clear and include children in the planning of their learning.</p> <p>Session 2 - Evidence of learning – practical techniques *Teachers continue to develop their understanding of progressions of skills, knowledge and understanding and how they relate with benchmarks *Teachers continue use benchmarks to grow in confidence around the way they discuss how much / how well each child is progressing in their learning by comparing with benchmarks. *Scottish Parent Teacher Council Parent Partnership evolves through time to enhance involvement in children's learning</p> <p>Session 3 - Evidence of learning – quality questions and planning your evidence *Develop use of learner specific visual, auditory and kinaesthetic resources – ICT, active learning, personalisation and choice based on learner's choice, voice and problem solving ability</p>	Lead learners, TLC and QI group Early Years Staff HT, DHT, PT, PTC, CT	Sept 2017 -Dec 2018 Aug-June 2018 Sept-June 2018	Learning Walks Quality Assurance documents Training evaluations Tapestry log book Learning conversations Cluster QA/VSE evidence Attainment data Audit information to evaluate impact and increase in quality learning and teaching.

			<p>*Develop play and challenge based learning throughout the school, both indoors and outdoors. Develop responsibility of pupils through providing opportunities for open ended learning</p> <p>*Develop Big Choose approach in P1 to provide more structure and focus in learning</p> <p>Session 4 - Feedback that moves learning forward</p> <p>*Pupils to be encouraged to take part more regularly in self and peer assessment and identification of next steps</p> <p>Session 5: Collaborative learning, peer observations, peer tutoring and peer assessment</p> <p>*Children to be further involved in the planning of learning experiences</p> <p>*Support for Learning teachers provide colleagues (teachers and pupil support) with supports, advice, guidance and strategies to help individuals with specific challenges</p> <p>Session 6 - Self-regulated learning</p> <p>*Children continue to be encouraged to tell their learning story openly and honestly</p> <p>*Develop child's ability to articulate their learning.</p> <p>Session 7 - Review, impact and next steps</p> <p>Early Years CLPL with a focus of play pedagogy and schemas and how to support and develop creativity, enquiry, curiosity and critical thinking.</p> <p>Cluster Early Years Forum to develop Early Years Practice in line with Building the Ambition.</p> <p>Cluster Quality Assurance programme</p> <p>Professional research and reading will support CLPL to upskill practitioners in high order questioning and thinking skills. PLC is working on High Order Thinking in practice</p> <p>Improvement methodology continues to be used to plan initiatives and improvements, leading to clear measurement of impact. Teachers continue to reflect critically on their practice and question effectiveness of implementation, resulting in positive change for learners as and when required..</p> <p>Professional Reading for practitioners</p> <ul style="list-style-type: none"> * Educational Psychology learning and teaching pedagogy * Cambridge Education Assessment is for Learning Practical Classroom Guidance 			
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				<p>* Building the Ambition Lead learners, .</p> <p>* National Play Strategy</p> <p>*Socio-economic data when looking at learning needs and how to close the gap</p>			
<p>Improvement in Literacy for all:</p> <p>** Attainment in literacy is increased through accurate and appropriate next steps for all learners</p> <p>* Increased staff confidence and accuracy in attainment of a level judgments.</p>	<input type="checkbox"/> School/ELC Improvement <input type="checkbox"/> School/ELC Leadership <input type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>1.1</p> <p>1.3</p> <p>2.2</p> <p>2.3</p> <p>3.2</p>		<p>Implement the WLC tracking and monitoring of the broad general education to further support analysis and identification of those children requiring challenge and those at risk of poverty related attainment gap.</p> <p>Include professional dialogue and consideration of benchmarks (including the key aspects of learning) and include the use of these in achievement of a level moderation processes and professional dialogue.</p> <p>Implement pupil personal targets</p> <p>Further develop use of benchmarks for assessment and planning.</p> <p>All nursery practitioners are able to deliver speech and language interventions to support the closing of the gap. Early issues with speech and language are identified quickly and acted upon</p> <p>Create a spelling approach to compliment Colourful Consonants and Vowel House. Continue to develop a resources bank and extend this approach to nursery and P1. Provide training and support for PSW.</p> <p>Extend emergent writing approach into other stages</p> <p>Ensure all teachers are confident in the application of Literacy benchmarks. Through CLPL, ensure teachers feel secure about assessing achievement of a level. Begin rollout of benchmarks for other curricular areas.</p>	<p>HT, DHT, PT, PTC, CT All staff</p>	<p>Aug 2017</p> <p>Aug 2017</p>	<p>Learning walks</p> <p>Quality Assurance documents</p> <p>Training evaluations</p> <p>Learning conversations Cluster</p> <p>QA/VSE evidence</p> <p>Attainment data Audit information</p> <p>Moderation evidence to evaluate impact and increase in quality learning and teaching.</p>
<p>Improvement in Numeracy for all:</p> <p>** Attainment in numeracy is increased through accurate and appropriate next steps for all learners</p> <p>* Increased staff confidence and accuracy in attainment of a level judgements.</p>	<input type="checkbox"/> School/ELC Improvement <input type="checkbox"/> School/ELC Leadership <input type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>1.1,</p> <p>1.3,</p> <p>2.2,</p> <p>2,3,</p> <p>3.2</p>		<p>Implement the WLC tracking and monitoring of the BGE to further support analysis and identification of those children requiring challenge and those at risk of poverty related attainment gap.</p> <p>Include professional dialogue and consideration of benchmarks (including the key aspects of learning) and include the use of these in achievement of a level moderation processes and professional dialogue.</p> <p>SEAL and Number Talks become embedded in practice across the school</p>	<p>HT, DHT, PT, PT, CT All staff</p>	<p>Aug 2017</p> <p>Aug 2017</p>	<p>Learning walks Quality Assurance documents Training evaluations Learning conversations Cluster QA/VSE evidence Attainment data Audit information Moderation evidence To evaluate impact and increase in quality learning and teaching.</p>

				Ensure all teachers are confident in the application of Numeracy benchmarks. Through CLPL ensure teachers feel secure about assessing achievement of a level. Begin rollout of benchmarks for other curricular areas.			
<p>Improvement in all children and young people's wellbeing:</p> <p>** All pupils feel safe, active, healthy, achieving, nurtured, respected, responsible and included and staff have a working knowledge of these indicators.</p> <p>* Targeted interventions are put in place to support young people at risk.</p>	<input type="checkbox"/> School/ELC Improvement <input type="checkbox"/> School/ELC Leadership <input type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	1.1 1.3 2.2 2.3 2.4 2.6 3.1		<p>Review tracking and monitoring of Health and Wellbeing and learn from Cluster school approaches to develop the tracking of the well-being indicators and wider achievement.</p> <p>Review Enhanced Transition programme and develop in line with Cluster Primary Schools based on the well-being indicators and STEM.</p> <p>Extend use of pathways and benchmarks into all curricular areas e.g. Health and Well-being.</p> <p>More nurturing/creative time and life skills</p> <p>Further develop use of social skills groups</p> <p>Continue to focus on Better Relationships, Better Learning Better Behaviour, Restorative Practices and review our Positive Behaviour Policy</p> <p>Following training, embed Restorative Approaches into whole school practice which will enhance the quality of dialogue with children in the school</p> <p>Our Nursery team are being trained in PEEP</p> <p>Consistency in restorative language/approaches</p> <p>Restorative practices to be further embedded throughout the school</p> <p>Keep up to date with local/national guidelines on wellbeing and child protection</p> <p>Our disadvantaged children are further supported through effective and targeted use of resources</p>	HT's QI group and PTC	Sept 2017 Jan 2018	<p>Attainment data</p> <p>Wellbeing evaluations</p> <p>Pupil profile entries</p> <p>Learner conversations</p> <p>Transition feedback/audit</p> <p>Attendance and exclusion statistics</p> <p>Professional dialogue</p> <p>Wellbeing concern forms</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>** All our children will be ambitious and prepared for the world of work.</p> <p>* Parents/Carers are aware of career opportunities appropriate</p>	<input type="checkbox"/> School/ELC Improvement <input type="checkbox"/> School/ELC Leadership <input type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	1.1 1.3 2.2 2.3 2.5 2.7 3.3		<p>To promote further engagement in STEM approaches through: * the continuation and development of the Cluster Careers Fayre and develop further business links to support this.</p> <p>* Parent prompt sheets to support conversations with young people</p> <p>* The use of the My World of Work resource.</p> <p>* The Skills Academy approach linking to Armadale Academy and further education providers.</p>	PTC and Cluster schools links CT HT,	Aug – June 2017 Sept-June 2018	<p>Event feedback from all stakeholders</p> <p>Profile entries</p> <p>Learners' conversations</p>

<p>for their child and are aware of the different options for positive destinations.</p>			<p>Continue CLPL - Higher level of parental engagement, better links with community, better equip young people for life and work</p> <p>Skills academy to be rolled out across whole school</p> <p>Careers Fair event showcasing what was learnt at Skills Academy</p> <p>Outside experts come in to assist with Skills Academy</p> <p>Further develop learning experiences which focus on skills for life, learning and work</p> <p>Increase and continue to develop business links with a view to becoming more digitally literate, BMT, food technologies and outdoor learning.</p> <p>Create Twinning school links in Europe and then globally</p> <p>Cluster Improvement Plan develops Careers education further through the organisation of: Peer visits across the cluster and with linked small schools, CLPL to be extend further with other schools to encourage networking and sharing of very good practice</p> <p>Further develop links with parents and draw on their skills when considering skills for life, learning and work.</p> <p>Build on and extend opportunities for technology</p> <p>Develop a consistent approach to teaching and learning in 1 + 2</p> <p>Develop pupil leadership of technology lessons</p> <p>Evaluate/improve Skills Academy with possible inclusion of outside professionals/agencies</p> <p>Build upon the work of Young Engineers within the school</p> <p>Implement Food Technology after school club</p>	<p>PT, PTC, CT and links</p>		<p>My world of Work evidence</p> <p>Positive destination statistics analysis</p> <p>Profile entries</p> <p>Skills Academy evaluations</p> <p>Learning conversations</p>
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**Additionality: Pupil Equity Funding Plan:
Closing the attainment gap between the most and least advantaged children**

PART 1: Contextual Data Analysis & Rationale

A) Background

Windyknowe Primary has a total of 402 children within the primary classes. In relation to the Scottish Index of Multiple Deprivation, Windyknowe Primary School is currently ranked 52 out of 67 West Lothian Council Primary Schools where 1 is the most deprived and 67 is the least deprived. Currently 5.74% of our children are quintile 1, 14.18% are in quintile 2, 28.11% are in quintile 3, 39.05% are in quintile 4 and 12.94% are in quintile 5. 10% of families claim Free School Meal Entitlement (FME), this is lower than the West Lothian Council average of 24.4%. 12.9% of pupils have staged intervention (2 or 3). 2.7% are Looked After Accommodated Children (LAAC). 9% of pupils have attendance of less than 90% across the school. 35% of pupils who are entitled to free school meals have attendance which is less than 90%.

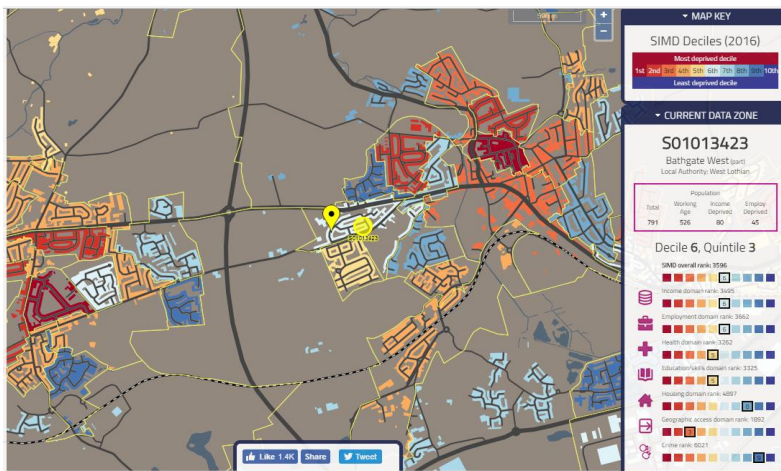
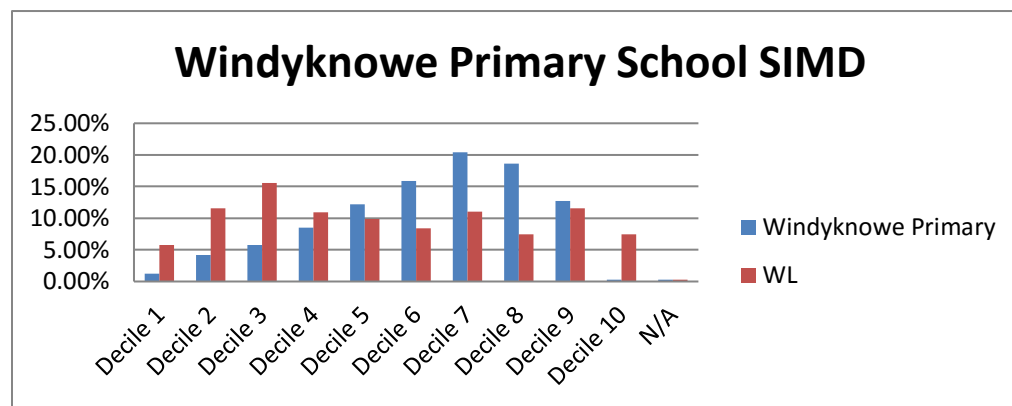
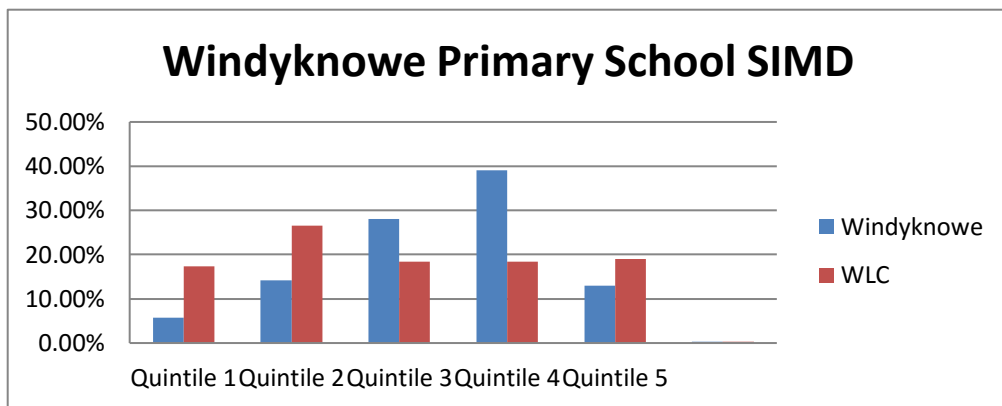
Attendance

The school average attendance is 95% which is well above the local target of 90%. In some cases, poor attendance patterns are linked to health issues, wider family issues and poor self-esteem.

Behaviour Support

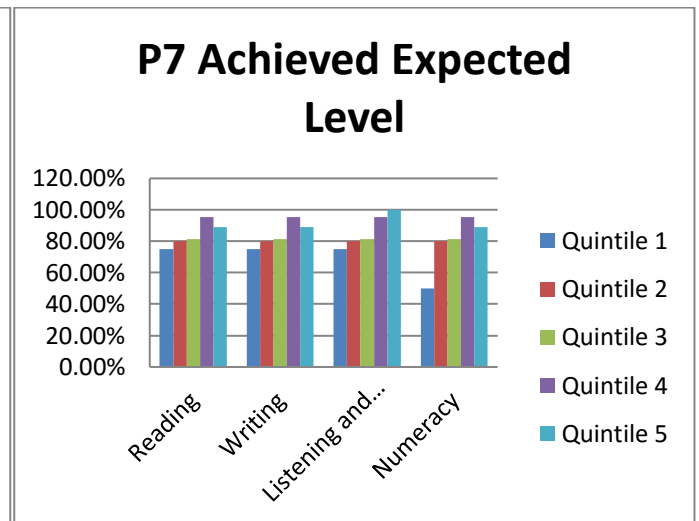
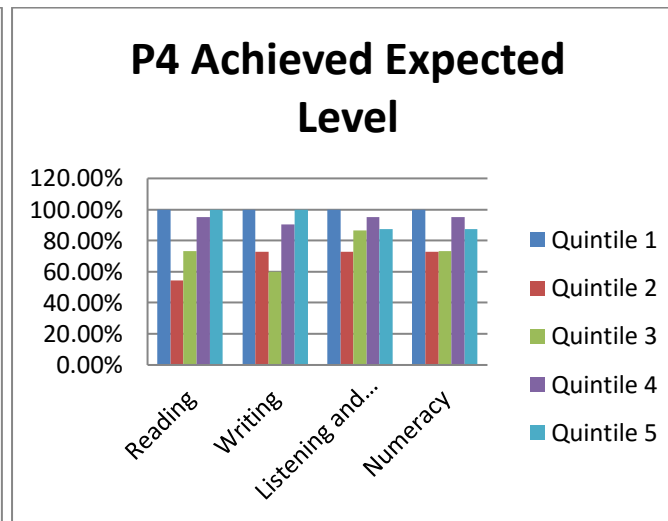
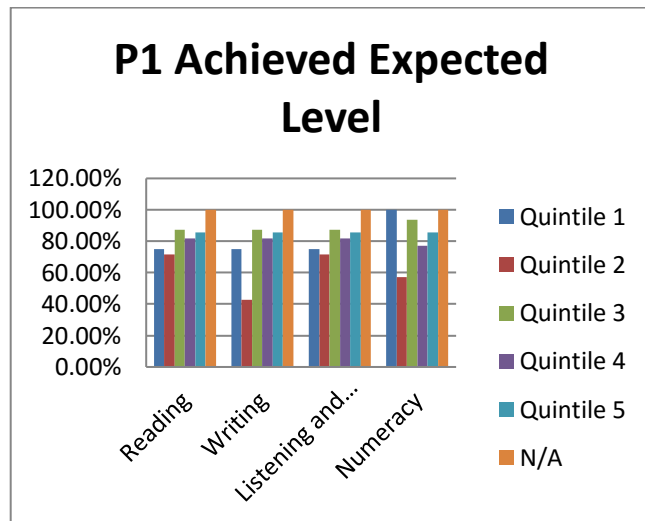
Of the pupils who require staged interventions most of them also require behaviour support. The most common issues are related to verbal abuse or refusal to follow instructions/rules/routines.

Percentages of deprivation comparing Windyknowe with West Lothian Council

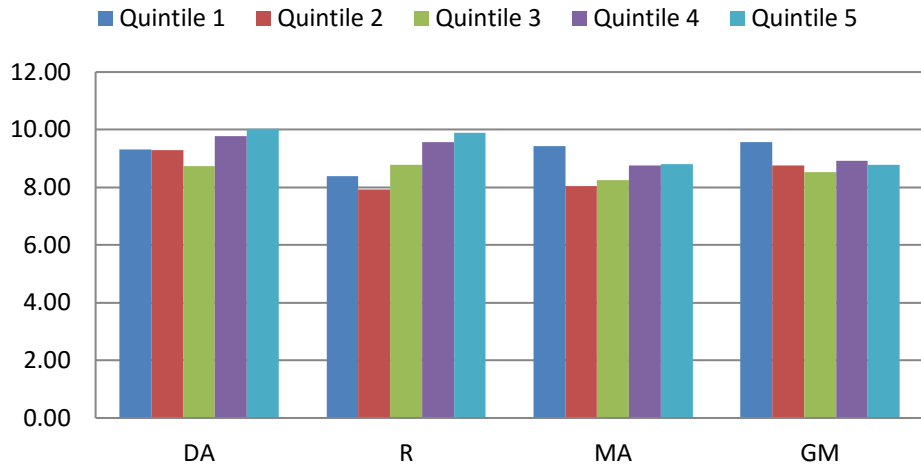


SIMD Community Profile

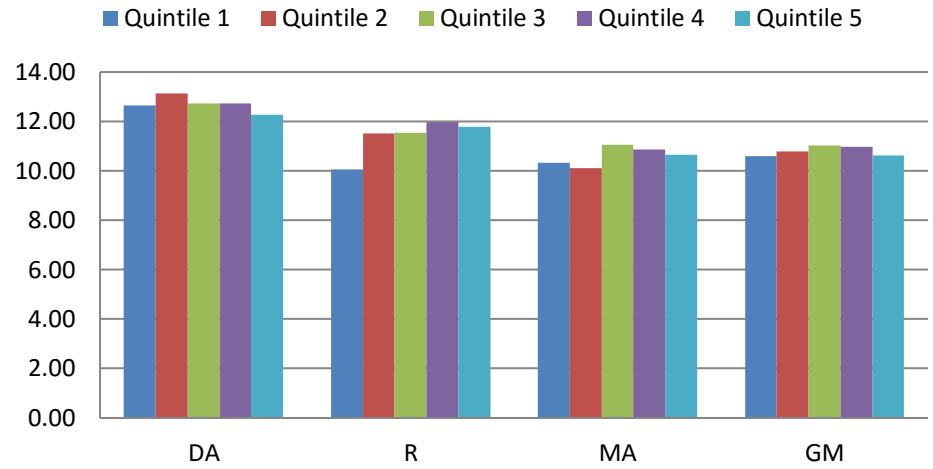
B) Data Analysis
Attainment and achievement of a level



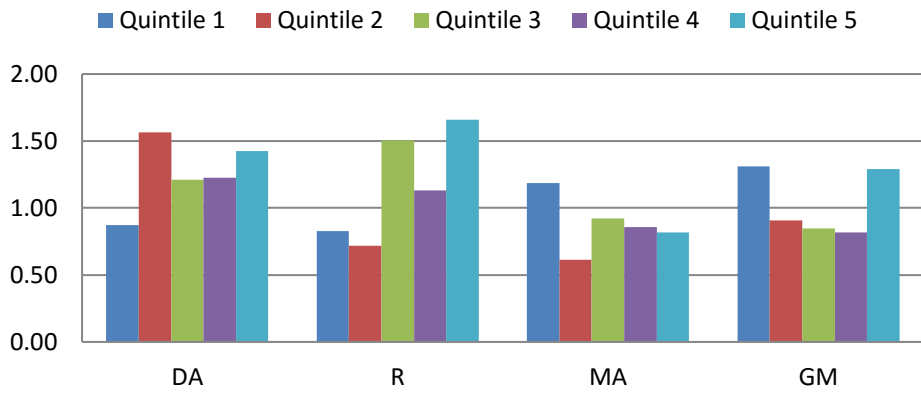
P4: Average Age Equivalency



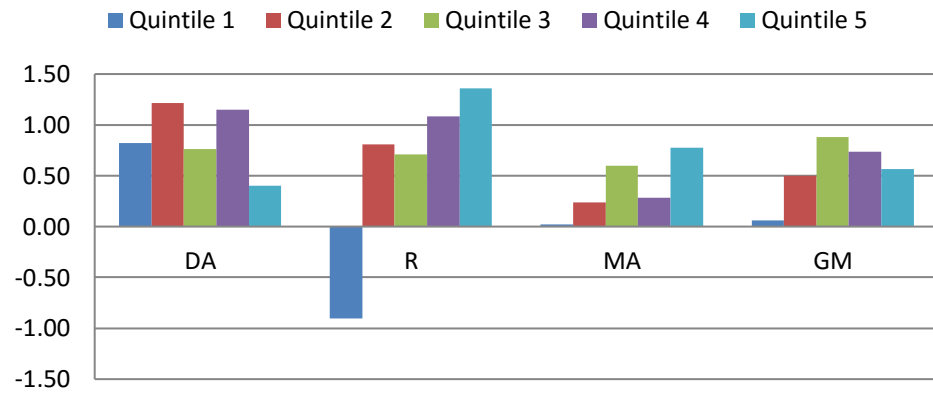
P7: Average Age Equivalency



P4 Average Value Added



P7 Average Value Added



At P1 achievement of a level data shows that children in Quintile 3 have more positive attainment than children in quintiles 1,2,4 and 5 in Reading, Writing, and Listening and Talking. The data also shows that children in Quintile 1 have more positive attainment than children in quintiles 2,3, 4 and 5 in Numeracy.

At P4 achievement of a level data shows that children in quintiles 1 and 5 have more positive attainment in reading and writing than children in quintiles 2,3 and 4. However, the standardised data show that children in quintiles 3, 4 and 5 have higher age equivalents than those in quintiles 1 and 2 for reading. Children in quintiles 1 and 2 are also making less progress according to the value added data. The children in Quintile 1 have more positive attainment than children in quintiles 2, 3, 4 and 5 in Numeracy this is further supported by the Mental arithmetic and General Maths scores which are higher for children in quintile 1 as are the value added figures.

At P7 achievement of a level data shows that children in Quintile 4 have more positive attainment than those in quintiles 1,2,3 and 5 for Numeracy. However when analysing the age equivalent data the children in quintile 3 have more positive results. They also make the most progress within the general maths activities. The achievement of a level data and age equivalent data shows that children in Quintile 4 have more positive attainment than those in quintiles 1,2,3 and 5 for reading. However, quintile 5 children are making the most progress.

We have identified through attainment data, and staged intervention levels, pupils who are below track in their learning. To improve this, our plan is to develop:

Quality of learning experience

Rigorous self-evaluation evidence judges the standard of learning and teaching to be good. It would benefit pupils if high quality learning and teaching approaches were more consistently applied across the whole school. (Effect of teaching on students: Sutton trust 2011)

The Education Endowment Fund (EEF) Toolkit shows that positive impact on closing the equity gap can be obtained by and in order:

- Quality feedback
- Meta-cognition and self-regulation
- Collaborative learning
- Behaviour interventions
- Social and emotional learning
- Digital technology
- Home learning
- Parental involvement
- After school programmes

We hope to address each of these with our planned interventions below.

C) What is our 'gap' and who are our target groups and their barriers to learning?

In most cases, the outcomes for pupils living in quintile 3 are more positive than pupils living in quintile 1 in the following areas:

- Attainment – CfE and CEM data – **Primary 1 and 7**
- Achievement – 'Value added' data and engagement with iAchieve
- Attendance – Percentage of children with attendance <95%

For many of the group identified they have additional support needs, their additional support needs relate to greater challenge experienced in developing Literacy skills and therefore attainment across all aspects of Literacy is compromised. Baseline assessments on entering school indicate that many of these children enter school scoring lower in Literacy than in Numeracy and their baseline scores are lower than their peers. Interventions have been in place for the majority of the group and these have had some impact however almost all remain off track and are behind their chronological age.

D) Summary/overview of proposal & non-negotiable outcomes

It is essential to make best use of the data available to plan interventions which have a real and significant impact on outcomes for the target groups. The evidence gathered suggests that school staff cannot continue to work in isolation to reduce the equity gap. Partnership working with parents and agencies will be essential. The interventions will be rigorously monitored to measure impact on attainment and achievement.

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)</i>	What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> • <i>new and existing performance data and other quantitative and qualitative information that will be required</i> • <i>plans for how data will be collected and reported)</i>
Literacy	<p><i>Clicker 7 to support teaching and learning across all stages.</i></p> <p><i>North Lanarkshire Active Literacy resource to support teaching and learning across stages.</i></p> <p><i>Early Literacy interventions 5 minute boxes</i> <i>Word Boost</i></p>	<p><i>Clicker 7 will support children in their learning and improve their confidence and capacity in literacy and modern language. CEM results will improve, and 85%+ of learners will achieve or exceed expected levels.</i></p> <p><i>There will be a consistency of approach to all aspects of literacy that will ensure progression from P1 to P7. CEM results will improve, and 85%+ of learners will achieve or exceed expected levels.</i></p> <p><i>Motivational and inspirational resources will engage pupils and support and challenge them appropriately, enabling them to develop the necessary skills to access lifelong learning. Such targeted interventions at early level will allow learners to develop appropriate literacy skills from early level, removing any potential for gaps. As above, 85% of learners will achieve or</i></p>	<ul style="list-style-type: none"> • <i>PM Benchmark</i> • <i>SWST</i> • <i>CEM/PIPS</i> • <i>McMillan reading test.</i> • <i>Speech Link</i> • <i>Pupil and parent focus groups</i> • <i>Target sheets</i> • <i>Professional judgement discussions</i> • <i>Classroom observations</i> • <i>Continuous assessments</i> • <i>Profiling (twice yearly)</i> • <i>Tracking and monitoring systems</i>

		<i>exceed expected levels.</i>	
Numeracy	<i>Early Numeracy Interventions boxes</i>	<i>Numeracy skills and confidence of all children will improve through a progressive and coherent approach, facilitated by these toolkits. As above, 85% of learners will achieve or exceed expected levels in numeracy.</i>	<ul style="list-style-type: none"> • CEM/PIPS • Classroom observations • Pupil and parent focus groups • Targets sheets • Professional judgement • Continuous assessment • Profiling (twice yearly)
Health and Wellbeing	<i>Pupil support workers for Nurture</i>	<i>Through effective nurture support, resilience and social skills of identified children will develop. This will create children who have skills for life, skills for work who can independently solve a range of social and emotional problems and support others to do the same.</i>	<ul style="list-style-type: none"> • Quality indicators for health and wellbeing • Glasgow Motivation and Wellbeing profile • CEM – attitudes section • Parent and pupil focus groups • Classroom observations
Across Learning	<p><i>PSW for each stage</i></p> <p><i>Steven Turnbull- Thinking Better motivational coach</i></p> <p><i>Development posts to support Tapestry initiative (AiFL)</i></p>	<p><i>With more adult support in each class, the learning and pastoral care needs of children will be more easily met. PSWs will be upskilled through a range of training opportunities to ensure that they are supporting appropriately.</i></p> <p><i>Staff, pupils and parents will access coaching which will develop social, mental and emotional techniques that will help them develop strategies to deal with a range of situations throughout life.</i></p> <p><i>This programme will offer all practitioners an opportunity to understand, engage with, and work through techniques that allow more coherent approaches to educational improvement.</i></p>	<ul style="list-style-type: none"> • Classroom observations • Pupil focus groups • PRD meetings • Pupil, parent, practitioner questionnaires • Evidence of pupil work

PART 3: Planned Expenditure

Type of Expenditure April 2017 – June 2018		Notes <i>(eg FTE, no of hrs)</i>	Cost
Staffing:	One PSW Steven Turnbull One PSW	Life skills, literacy and numeracy interventions Emotional Resilience training Nurture	£14,771 £1,600 £14,771
Professional Learning:	Development Posts for Tapestry and the development of AIFL AIFL Professional Reading Books	£3,275 x 2 for Sharon Agini and Ann Telfer £35 x 12	£6,500 £420
Programmes & Interventions:	North Lanarkshire Active Literacy Early Literacy and Numeracy Intervention Boxes Clicker 7 Word and Talk Boost	Progression of skills throughout the school Early intervention with core skills Supporting individuals and groups Teachers Guides, starter kit and toolkit x 4	£2,000 £1,520 £1,000 £2000
Total:			£44,582 (approx)