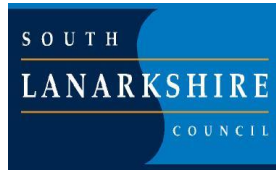


Education Resources  
Curriculum and Quality Improvement Service

## Establishment Improvement Plan 2019 - 2020

*Woodside Primary*





**Education Resources  
Curriculum and Quality Improvement Service**

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2. Establishment Strategic Improvement Plan
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## Overview of Establishment 3 Year Cycle of Improvement Plan Priorities Woodside Primary Sessions: 2019-2020

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people's health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
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		Implementing Curriculum for Excellence
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Strategic Priorities 3 Year Cycle		
See Three Year Planner :- <b>2017-2018</b> <b>2018-2019</b> <b>2019-2020</b>		

## Year 3

<p style="text-align: center;"><b><u>Values</u></b></p> <p>Our new behaviour policy is linked to our vision, values and aims will be high profile high profile and embedded in our positive ethos.</p> <p>Our school will reintroduce Making Rights real and this will link to our behaviour policy. Our ethos reflects our commitment to children's rights and positive relationships</p>	<p style="text-align: center;"><b><u>Totality of the Curriculum</u></b></p> <p>We will review our curriculum to ensure it is current and informed by educational developments .This will be reflected in our rationale.</p> <p>Our curriculum secures children's rights and well-being. Learning pathways will help build on prior learning, raise attainment and ensure progression for all.</p> <p>Learners experience challenge and develop skills for life learning and work.</p> <p>Children practise their learning in real settings and apply skills in relevant contexts</p>		<p style="text-align: center;"><b><u>Learning and Teaching</u></b></p> <p>Learners' experiences are challenging, enjoyable and match their needs.</p> <p>Digital technology enhances and supports teaching and learning experiences.</p> <p>Explanations and instructions are clear.</p> <p>Skilled questioning and engagement promotes curiosity, independence and confidence</p> <p>Feedback effectively informs and supports learning</p>
<p style="text-align: center;"><b><u>Experiences and Outcomes</u></b></p> <p>New progressive planners introduced which include the benchmarks.</p> <p>Literacy progression is enhanced through the introduction of new literacy planners.</p> <p>Health and wellbeing progress is tracked across the school through the use of the SHANNARI vocabulary.</p>	<p style="text-align: center;"><b><u>Responsible Citizen</u></b></p> <p>All children demonstrate the values within our Making Rights Real programme.</p>	<p style="text-align: center;"><b><u>Confident Individual</u></b></p> <p>Pupil Voice helps support school improvement in our playground behaviour policy</p>	<p style="text-align: center;"><b><u>Entitlements</u></b></p> <p>All children achieving at their highest potential in both literacy and numeracy</p> <p>PEF for 1.6 additional members of staff to support the raising of attainment in writing, numeracy and supporting nurture strategies with targeted focus on SIMD 1 and 2</p> <p>Learning provides challenge across the school</p> <p>Children are knowledgeable about Scotland and our local environment through new Social Studies planners</p>
<p style="text-align: center;"><b><u>Personal Support</u></b></p> <p>Learning Journals provide opportunities for the children to discuss their learning and plan for next steps with both their teacher and their parents.</p> <p>Parental engagement calendar continues to offer engagement opportunities and support to parents</p> <p>Continued analysis of data, enables targeted support for identified children, with a focus on SIMD 1&amp;2</p>	<p style="text-align: center;"><b><u>Principles</u></b></p> <p>New curricular pathways ensure breadth and depth of learning.</p>		<p style="text-align: center;"><b><u>Assessment</u></b></p> <p>Robust tracking and monitoring system supports tracking and moderation of attainment and achievement</p> <p>Assessment rational is in line with SLC policy and is integral to our planning of learning and teaching.</p> <p>A variety of assessment approaches are utilised</p> <p>National assessments in place and help support teacher judgement.</p> <p>Moderation arrangements ensure standardised shared expectations of standards across the school in Writing and Numeracy.</p> <p>Data used to monitor learners' progress</p>

<p><b>National Improvement Framework Key Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people’s health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		<p><b>Collaboration and consultation</b></p> <table border="1"> <thead> <tr> <th>Who?</th> <th>When?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td>Parents</td> <td>Aug, Sep, Nov, Feb and May</td> <td>Questionnaires Curricular Workshops Feedback, SIP group</td> </tr> <tr> <td>Pupils</td> <td>Aug, Jan and May</td> <td>Survey, Learning Conversations and observations</td> </tr> <tr> <td>Staff</td> <td>Termly Tracking meeting</td> <td>Professional dialogue</td> </tr> </tbody> </table>	Who?	When?	How?	Parents	Aug, Sep, Nov, Feb and May	Questionnaires Curricular Workshops Feedback, SIP group	Pupils	Aug, Jan and May	Survey, Learning Conversations and observations	Staff	Termly Tracking meeting	Professional dialogue
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**Strategic Priority 1:** Implementation of new teaching approaches to further raise our whole school writing attainment.

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<b>Key Actions (How)</b>	<b>*Lead Person</b>	<b>*Timescale</b>	<b>*Comments</b>
Additional staff trained in 'Talk for Writing' approaches and some trained as leaders	S Farrance, J McLarnon and V Yates	Session 2019-2020	
Adaptation of existing literacy planner to incorporate 'Talk for Writing' progression.	J McLarnon and V Yates	Session 2019-2020	
Progressive spelling programme implemented across the school	K Lawson and E McKellar	August 2019	
Progressive grammar programme implemented across the school	K Lawson and E McKellar	August 2019	
Staged implementation of agreed approaches to 'Talk for Writing'	S Farrance and all staff	Nov 2019	
Through moderation of 'Talk for Writing' lessons, staff plan and visit stage partner.	All staff	Session 2019-2020	
SLT class visits and children's writing will take place to evidence impact of 'Talk for Writing.'	SLT	Feb-March 2020	
Open afternoon for parents focuses on 'Talk for Writing' approach	All staff	Feb 2020	
A shared agreement of professional judgement for writing, will be supported by collated samples of work.	S Farrance and J Lennox	May 2020	
All class teachers to implement daily reading from Pie Corbett reading spine	All staff	Session 2019 - 2020	
Additional 0.7FTE teacher will provide specific interventions for children within targeted group who are not achieving expected writing and reading levels.	J Lennox	Session 2019 - 2020	
Termly reviewing of data to ensure all children progress appropriately.	J Lennox and all staff	Oct, Jan and May 2020	
Looking outwards into learning community to moderate writing approaches and reinforce professional judgement.	P1,4 and 7 staff	May 2020	

## Operational Improvement Planning (Action Plan) for Establishment: Woodside Primary Session: 2019-2020

**Strategic Priority 2:** Enhance teaching and learning in numeracy, through the development of a whole school progressive approach to the teaching of mental maths skills.

National Improvement Framework Key Priorities		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people's health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
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		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
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		Professional Learning
		Leadership (Change and Improvement)



<b>Key Actions (How)</b>	<b>*Lead Person</b>	<b>*Timescale</b>	<b>*Comments</b>
Staged implementation of agreed approaches to 'Number Talks'	C Officer	August 2019	
Each stage leading in one strategy and sharing this with all colleagues to cascade information	C Officer and all staff	August 2019	
Open afternoon for parents focused on 'Number Talks' approach	All staff	November 2019	
Staff to begin using progressive 'Number Talks' overview	C Officer	December 2019	
SLT class visits and learning conversations will take place to evidence impact of 'Number Talks'.	SLT	December 2019	
Questionnaires to staff and pupils to evaluate the of impact Number Talks	C Officer	Aug 2019 and May 2020	
Additional 0.6FTE teacher will provide 'Maths Recovery' and specific interventions, for children within targeted group who are not achieving expected numeracy levels.	M Ferguson	Session 2019 -2020	
Termly reviewing of data to ensure all children progress appropriately.	M Ferguson and all staff	Oct, Jan and May 2020	

## Operational Improvement Planning (Action Plan) for Establishment: Woodside Primary Session: 2019-2020

**Strategic Priority 3:** In partnership with all stakeholders, develop a new, positive and inclusive playground behaviour policy, which is underpinned by our school vision and values, encompassing the ‘Treat Me Well’ policy and ‘Making Rights Real’.

National Improvement Framework Key Priorities		
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<b>Key Actions (How)</b>	<b>*Lead Person</b>	<b>*Timescale</b>	<b>*Comments</b>
Audit all stakeholders regarding our stated values in school	Elaine Renwick	September 2019	
Raise the profile of our school values by linking these to the celebration of pupils achievements.	SLT	Sep 2019	
Develop 'Making Rights Real' programme which will be in line with and support our Behaviour Position Statement.	E McKellar and working party	Oct 2019	
Regular and planned self-assessment of health and wellbeing SHANARRI indicators will be carried out by all pupils.	K Lawson and All staff	Oct 2019 and May 2020	
Audit current playground behaviour with all staff, parents and pupils.	E Renwick and working party	Jan 2020	
Establish parental working groups to help support both behaviour and playground developments.	SLT, parents and Working parties	Jan 2020	
Investigate Paul Dix "When adults change everything changes" approach to behaviour management through staff involvement in dialogue.	All staff	Feb 2020	
Write new playground behaviour position statement, which incorporates SLC 'Treat Me Well' guidance	E Renwick and working party	April 2020	
Redesign our playground, with the support of pupils and business partners, to create stimulating and zoned areas, which will support our behaviour position statement and encourage creative play.	J Lennox and working party	April 2020	
Tracking and monitoring of pupil involvement in all aspects of school life (clubs, shows, competitions), using a single format to provide a clear overview of pupil participation.	K Lawson and C Officer	May 2020	

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Key Actions (from previous plans)		
<p>Continue to interrogate data to enhance moderation activities and support strategies in order to further raise writing attainment, especially at second level.</p> <p>Continue to interrogate data to enhance moderation activities and support strategies in order to further raise attainment with targeted pupils in numeracy.</p> <p>All staff delivering holistic assessments to support professional judgment on the achievement of a level.</p> <p>Regular, planned, rigorous interrogation of data informs timetables of support for targeted children.</p> <p>Parental engagement calendar will be established and shared in advance, which ensures regular opportunities for quality engagement.</p> <p>Through the use of an updated format, pupils are able to share their learning journey at home.</p> <p>‘Cost of the School Day’ policy completed in consultation with parents.</p>		

**Pupil Equity Fund  
Planning and Reporting  
2019-2020**

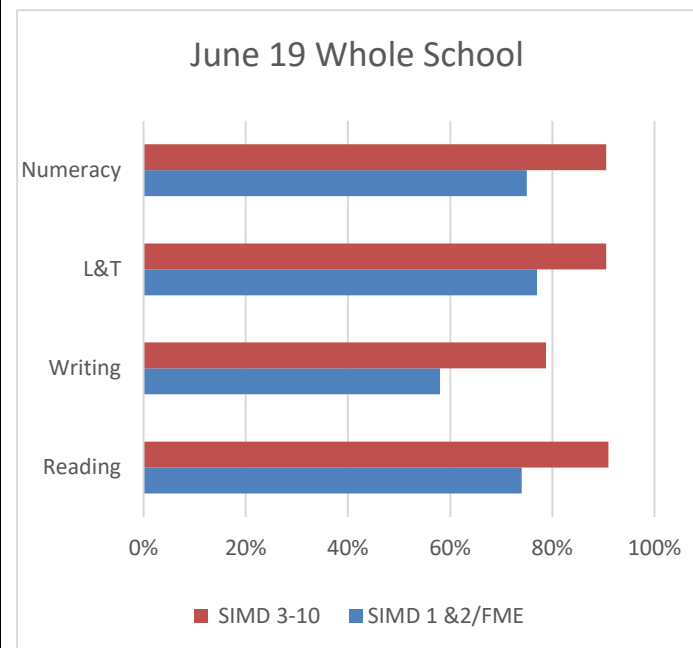
## The Gap:

Of our 445 pupils, 33% live in a home within SIMD 1 or 2 and 15% are in receipt of Free School Meals. These children are present in all stages and classes, although there is a higher proportion in Primary 4 and the lowest percentage in Primary 7. We are aware that there are 33% of our children living within SIMD 1 and 2, who are living in relatively affluent homes. Our analysis uses intelligence beyond this data and we encourage an individualised approach to identifying children who will be the focus of our Pupil Equity Fund Interventions.

### Attendance (As of June 2019)

	85% or above	71-85%	Below 70%
<b>SIMD 1 &amp; 2 plus FME</b>	84%	16%	0
<b>SIMD 3-10</b>	100%	0%	0%

Our average attendance rate is high at **95%**. 6 children from the targeted group have an attendance which is below 85%. This data is monitored on a termly basis. At present, we have no exclusions.

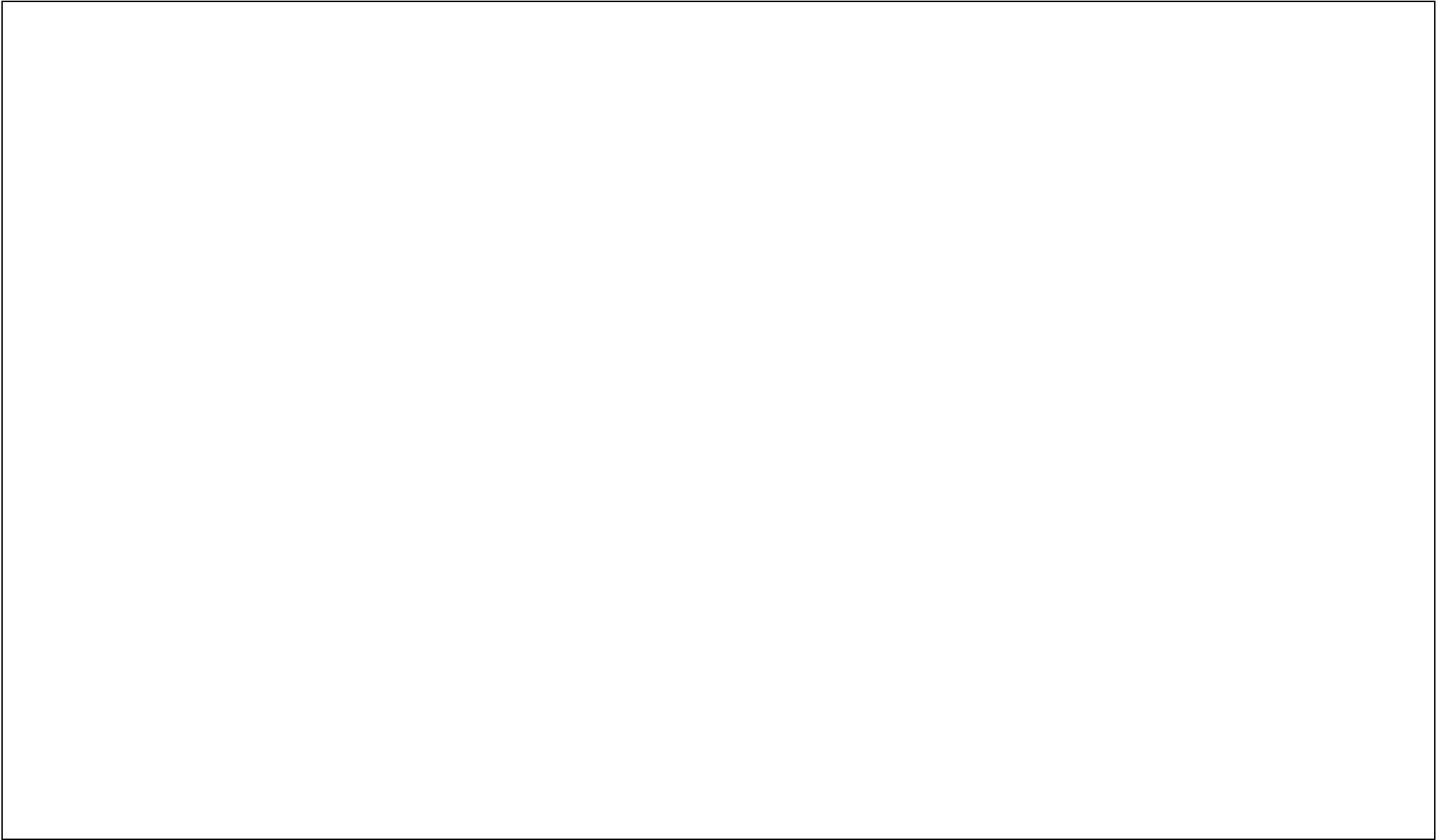


This graph shows our whole school poverty related attainment, as of June 2019. This information is a collation of the % of children who are achieving expected CFE levels in Primaries 1, 4 and 7 and pupils reaching milestones at Primaries 2, 3, 5 and 6, according to teachers' professional judgement. We have broken this information into stages and have analysed it at school level.

Our analysis shows that across the school, over 3 years, our attainment in Writing at Primary 1, 4 and 7 has increased by 31% for our targeted group of children in SIMD 1 and 2 plus FME. Across the whole school, there has been a 27% increase in attainment in Writing at Primary 1, 4 and 7. However, a gap in writing still exists, so this area will remain a priority for next session.

Our reading gap is 17% for the whole school. Our data analysis shows that early intervention needs to be a priority for next session, as the gap in Primary One it is 24% and is 32% in Primary Two. We also need to raise the attainment of our SIMD 1&2 FME current Primary 5 targeted group.

In Numeracy, our data shows that our attainment at P1, P4 and P7 has risen over time and is now in line with SLC attainment for SIMD 1 and 2. Our analysis shows that across the school, the gap is consistent. New progressive approaches to Numeracy strategies and the introduction of 'Maths Recovery' for targeted groups and individuals will be introduced next session.



Outcomes and Measures	Intervention Description New Interventions – description and clear rationale Max 200 words	Intervention Theme			Organiser			Type of intervention				Continuation of 2017/18 Plans or N? Y	Mid-Year Progress To be completed at Mid-Year Stage	Actual Impact To be completed at End of Year
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource	Consultant			
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>10% increase in targeted children achieving CFE levels in Primary 3 for reading.</li> <li>10% increase in targeted children achieving CFE levels in Primary 2 for reading.</li> <li>3% increase in targeted children achieving CFE levels in Primary 6 for reading.</li> <li>4% increase in targeted children achieving CFE levels in Primary 4 for writing.</li> <li>12% increase in targeted children achieving CFE levels in Primary 6 for writing.</li> <li>15% increase in targeted children achieving CFE levels in Primary 7 for writing.</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Improvement in baseline assessment results.</li> <li>Attainment data for writing and reading, SNSA, improvement in baseline assessment results, teacher and professional judgements,</li> <li>monitoring meeting (minutes)</li> <li>Professional dialogue</li> <li>Learning conversations</li> <li>PEF Teacher intervention records</li> </ul>	<p><b>Intervention 1:</b></p> <ul style="list-style-type: none"> <li>Additional 0.7FTE teacher will work with targeted groups of identified children. In partnership with class teacher, they will provide specific interventions for children within targeted group who are not achieving expected writing and reading levels.</li> <li>Allocation of time for dialogue and feedback with all children. Clear set of achievable targets agreed and shared with targeted children.</li> <li>Clicker 7 and 'Talking Tins' used to support and motivate reluctant writers.</li> <li>'Talk for Writing' implementation supported across the school, with three members of staff trained as leaders.</li> <li>Daily reading of novels (Pie Corbett) by the class teacher, to enhance vocabulary and encourage imagination.</li> <li>Whole school progressive spelling and grammar programme developed and introduced.</li> <li>NGRT reading assessments completed with targeted pupils in P2,3,5 and 6.</li> </ul>	X			X			X	X		Y			





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		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource				Consultant
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>To create a nurturing environment which supports children's readiness to learn.</li> <li>Redesign our playground, to support children who find the area challenging.</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Improvement in 'Boxall Profile' scores</li> <li>Observations</li> <li>Questionnaire results</li> <li>Tracking and monitoring meeting minutes</li> <li>Professional dialogue</li> <li>Learning conversations</li> <li>PEF Teacher intervention records</li> </ul>	<p><b>Intervention 3:</b></p> <ul style="list-style-type: none"> <li>0.3 FTE will support targeted pupils social and emotional development.</li> <li>Timetabled sessions in the nurture room will provide individualised support.</li> <li>"Give Us a Break" will be delivered by two Support Staff.</li> <li>'Boxall profiles' used to identify areas of need.</li> <li>Introduce 'Loose parts play' into our playground.</li> <li>Work with business partners to provide resources which will encourage creativity.</li> <li>Re-organisation of staffing in playground.</li> <li>Zoning of playground.</li> <li>All staff participating in Sir John Jones motivational presentation</li> </ul>			X	X			X			X	N		

**Sustainability:**

Please outline how you plan to mainstream or exit initiatives if required to enable sustainability in the longer term.