

# WINDYKNOWE PRIMARY SCHOOL IMPROVEMENT PLAN

2019 / 2020



## 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*

Early learning and childcare expansion and 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 ([West Lothian Raising Attainment Strategy](#))

*Transforming Your Council*

[Corporate Plan](#)

Education Services Management Plan

West Lothian Parental Involvement and 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? 4<sup>th</sup> 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

Child Protection Issues / Guidance

GTCS standards and professional update



## **Our Vision, Values and Aims**

### **Vision Statement**

Ready, Respectful, Responsible, Safe.

### **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 we 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 that everyone can enjoy it

### **Our Aims**

#### **Partnership, Collaboration and Self Improvement**

A welcoming culture and ethos encourages pupils, staff, parents, carers and partners to become actively involved in shaping the learning community of Windyknowe to be the best it can be

#### **Leadership and Management**

Strong and effective leadership at all levels amongst pupils, parents and staff supports a decision making process which ensures the effective running and improvement of our ever evolving school

#### **Learning Provision**

A progressive, coherent and inclusive curriculum creates the highest quality of learning and teaching where children participate and engage in inspiring, fun, motivating and engaging creative experiences

#### **Successes and Achievements**

High standards of achievement and attainment are recognised and celebrated

## **Our Curriculum Rationale**

In Windyknowe our aspiration is to provide a dynamic and flexible curriculum which is fit for purpose in preparing all learners to take their place in a modern multilingual society and economy by providing opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on the core subjects: literacy, numeracy and health and wellbeing which permeate the curriculum.

We aspire to deliver excellence in learning and teaching by creating a curriculum which is designed to:

- firmly focus on the needs of the learner and support them in a range of ways, which will enable them to develop the four capacities of successful learners, confident individuals, effective contributors and responsible citizens
- provide opportunities for all to be actively engaged in their own learning
- provide a broad general education by focusing on the 7 principles of: breadth, depth of learning, challenge and enjoyment, personalisation and choice, progression, coherence and relevance
- provide progression through transitions and levels which will be closely monitored and tracked to ensure the opportunity of attainment and achievement at the highest level for all.

## **Contextual Data Analysis and Rationale for 2019/20 SIP**

### **a) Background**

Windyknowe Primary School has a current roll of 398 pupils with 60 children in am nursery and 50 children in pm nursery. We have a 15 class structure planned for next year with Early Years expansion where full days, mornings or afternoons will be offered. Children join us in P1 from a number of other Early Years centres. Our secondary school is Armadale Academy. The Senior Leadership Team consists of a Head Teacher, Depute Head Teacher and Acting Principal Teacher. For the past three years vision and values, numeracy, pupil voice, curriculum design and quality of learning and teaching have been the core features of the school's improvement work. Our children are happy, confident, caring and eager to learn. They have a strong voice and contribute enthusiastically to bringing about change in their school. As a result, children are making good progress. The Head Teacher creates the conditions for staff to build on their strengths and take forward the agenda for school improvement.

### **b) Data**

Our data shows that overall, attainment in literacy and numeracy is good. By the end of P1, almost all children attain the appropriate CfE levels in listening, talking and reading. In writing most children achieve early level by the end of P1. By the end of P4 and P7 most children achieve the appropriate curriculum for excellence level in listening, talking, reading and writing. There is particular scope to further improve the quality of children's writing, and overall literacy attainment, particularly across learning. Attainment in numeracy and mathematics is good. Attainment data shows that most children in P1, P4 and P7 are achieving in line with national expectations. With a consistent focus on numeracy through planned school improvement priorities children's understanding of number and number processes will continue to be developed. The Senior Leadership Team meet regularly with all practitioners to create robust systems which analyse progress and achievement in core subjects against the National Benchmarks. SNSA assessments are administered annually with pupils in P1, P4 and P7. The results from these assessments are used to support teacher professional judgement. Support for Learning teachers create programmes of work for identified individuals where interventions can be measured.

### **c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?**

Our target groups will be for identified children who experience barriers in literacy and numeracy, as well as some identified children requiring support to maintain high levels of attendance and punctuality. Emphasis is placed on ensuring the Health and Well being of our children is at the core of all learning. We invest hugely on restorative approaches to support children in developing skills of resilience and confidence. Approximately 5% of pupils in school have a diagnosis of Autism Spectrum Disorder (ASD). Here the barriers to learning are more complex however there is scope for improving the experience within a highly differentiated and tailored curriculum. An additional Support for Learning teacher has been employed next session, using Pupil Equity Funding. The impact of this on identified children will be monitored and measured closely.

### **d) Summary/overview of proposal & non-negotiable outcomes**

Individual targets for identified children will be set in consultation with parents and monitored on a regular basis. Pupil Support Workers (PSW) will be retained to provide focussed literacy and numeracy interventions particularly at P5 and P6, where the highest level of intervention is required. The Support for Learning teacher and (PSWs) will focus on small target groups of identified children who are in Quintile 1, are LAAC or have ASD. These targeted interventions will be focussed on improving the attainment in literacy and/or numeracy with identified children. This will involve support for learning work, targeted supports in partnership with class teachers and also additional supports such as life skills and outdoor learning to help them to overcome barriers to learning and raise their aspirations for what they are able to achieve. We expect to see an increase in pupil attainment. For ASD pupils we expect to see a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs. We will continue with one PEEP session per week for our nursery children, with this we expect to see an increase in parental engagement at this level and in the vocabulary development.

**Windyknove Primary School - School Improvement Planning for Ensuring Excellence and Equity**

<b>School priorities linked to NIF priorities</b> <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	<b>NIF driver mapping</b> <i>(check as appropriate)</i>	<b>Proposed Actions</b> <i>(note any external supports e.g. Cluster, authority, RIC etc.)</i>	<b>By</b>	<b>Measures of Success</b> <i>(include performance data, quality indicators and stakeholders' views)</i>
<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <p>All children receive regular, well-planned learning in Science, Technology and Maths.. Learning opportunities provide appropriate progression in Science and Technology skills and high quality learning experiences.</p> <p>Literacy and Numeracy skills are developed effectively Across Learning with a focus on skills for learning, life and work and the Careers Education Standard</p> <p>All pupils will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning and moderation activities</p> <p>ELC and school have rigorous approaches to monitoring and tracking of individual learners' progress to ensure appropriate progression in learning and maintaining attainment</p> <p>Develop approaches to the teaching of literacy across learning</p> <p>Develop approaches to the teaching of problem solving across the BGE</p> <p>All learners receive regular, well planned learning in 1+2 languages with a commitment to providing appropriate progressions in learning</p> <p>All learners experience an enquiry based play curriculum based across all levels including the ELC providing opportunities for creativity, challenge and independent learning</p> <p>Support parents and families to be fully involved in the life and work of their child's early learning</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. Of Children's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>- Develop Science and Technology progressions</li> <li>- Develop shared understanding of high quality learning, teaching and assessment experiences in BGE</li> <li>- Apply for and achieve Digital Schools Award</li> <li>- Apply for STEM Funding</li>   <li>- Review and refresh Literacy and Numeracy Guidance to include CES</li>   <li>- Practitioners participate in collegiate working to create shared understanding of QI 2.3</li> <li>- Rigorous quality improvement procedures are in place to evaluate improvements and include everyone in the process.</li>   <li>- Practitioners are fully involved in moderation processes to develop a deep understanding of how to collate evidence to confirm levels of achievement</li> <li>- Practitioners are skilled in approaches to track children's learning and ensure that appropriate interventions are in place as and when required</li>   <li>- Lead learners shape guidance for all practitioners</li> <li>- Lead learner and apprentice audit and evaluate progress to identify next steps</li>   <li>- Implement the play pedagogy action plan led by all staff and supported through high quality CLPL opportunities with a particular focus on Literacy</li> <li>- Implement AifL strategies fully across the school</li>   <li>- Early years practitioners create opportunities for family engagement in learning</li> </ul>	<p>All staff June 2020</p>	<p>Quality Improvement procedures indicate that most lessons are good or above across all classes</p> <p>Parents and pupils report that learning and teaching is a positive experience through informal and formal dialogue</p> <p>Almost all staff surveys reflect an increase in confidence in delivering 1+2 languages in the classroom setting</p> <p>Almost all Science learning experiences (over 90%) are evaluated as good or above.</p> <p>Almost all pupils, through focus groups, feedback positively about their learning in Science</p> <p>At least 90% of observed lessons are good or above across all subject areas</p>

<p><b>Closing the attainment gap between the most and least advantaged children:</b></p> <p>Through targeted interventions 85% of our young people in Quintile 1 are achieving First Level in Literacy and Numeracy by the end of P4</p> <p>Increase and sustain attendance for young people in Quintile 1 to above 95%</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>- Implement PEF Numeracy Action Plan focussing on use of Maths Recovery approaches with identified groups</li> <li>- Implement monitoring of attendance interventions in line with policy</li> <li>- Analysis of data identifies gaps in learning and bespoke programmes addressing these gaps implemented and evaluated</li> <li>- Learning Targets are discussed with learners in a simplified way which is meaningful to them</li> <li>- Embed targeted interventions and evaluate the impact on engagement and attainment</li> </ul>	<p>All staff June 2020</p>	<p>Ongoing tracking and monitoring identifies that CFE target levels are being achieved</p> <p>Target achieved in CfE levels supported by ongoing tracking.</p> <p>Ongoing professional dialogue and monitoring systems show an increase in confidence after involvement in bespoke interventions</p> <p>Target achieved in attendance</p>
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>All learners will experience a nurturing environment where there is a culture of shared high expectations and aspirations for all</p>	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>- Review and evaluate HWB progressions across the school and ELC</li> <li>- Develop a shared understanding of and embed the use of the Wellbeing indicators with our staff and families</li> <li>- Reflect on and evaluate Positive Relationships Policy in Practice</li> <li>- Ensure our class charters incorporate Ready, Respectful, Responsible, Safe and Welcoming, Nurturing, Caring.</li> <li>- Apply for maintenance of Rights Respecting Schools Level 2 Award</li> <li>- Ensure criteria is met for Gold Sports Scotland Award</li> </ul>	<p>All staff June 2020</p>	<p>Focus groups of young people evaluating lessons on wellbeing leading to a 90% reported understanding of wellbeing indicators</p> <p>Children are all able to confidently talk about HWB QI's</p>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>Embed the Career Education Standard in all aspects of the curriculum</p> <p>Learners are able to demonstrate skills for learning, life and work and talk positively and aspirational about their hopes for the future</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>- Implement DYW Action Plan Point 4 on Career Education Standard</li> <li>- Through the curriculum meaningful links are made to the world of work</li> <li>- Children know and understand the skills for learning, life and work they are developing as a result of their learning in school</li> <li>- Revise the format for the journey of learning session to be led by learners</li> <li>- Further enhance the use of GLOW for all learners within school</li> </ul>	<p>All staff June 2020</p>	<p>Departmental and whole school surveys and focus groups highlight an increasing awareness and use of links between skills, subjects and future career pathways</p>