

# WINDYKNOWE PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN RECOVERY PHASE PLAN

2021 / 2022



# Factors Influencing the Improvement Plan

## School Factors

Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Priorities  
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*  
Flexible Early learning and childcare expansion and implementation – August 2020  
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  
Pedagogy Team - Raising attainment through the deployment of Literacy and Numeracy pedagogy officer across the Armadale cluster

## 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? 4<sup>th</sup> 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  
Child Protection Procedures  
GTCS professional standards and professional update 2021



## **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 Refreshed Curriculum Rationale

Our refreshed curriculum rationale reflects the local authority commitment to Agile Learning. We prioritise authentic fulfilment of the four capacities: successful learners, confident individuals, responsible citizens and effective contributors and contexts for learning: opportunities for personal achievement, Interdisciplinary learning, ethos and life of the school as a community and curricular areas and subjects, with clear reference to 'Scotland's Curriculum - A Refreshed Narrative'. Our aspiration is to provide a dynamic and flexible curriculum which is fit for purpose in preparing all learners gain the knowledge, skills and attributes needed for life in the 21<sup>st</sup> century, to take their place in a modern multilingual society and economy by providing many 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, teaching and assessment by creating a curriculum which is designed to:

- nurture and encourage positive relationships across the learning community which are based on our core values
- Focus on the needs of the learner
- actively engage our pupils in their own learning
- provide relevant and meaningful learning experiences
  
- include the 7 principles of: breadth, depth of learning, challenge and enjoyment, personalisation and choice, progression, coherence and relevance throughout the broad general education
- maximise learners potential, by providing them with appropriate pace, support and challenge
  
- create smooth progression through transitions and levels to ensure the opportunity of attainment and achievement at the highest level for all
- further develop a 'can do' attitude in all learners

## Contextual Data Analysis and Rationale for 2020/21 School Improvement Plan

### Attainment Data using Teacher Professional Judgement from Track 4 for all stages

Stage	Reading	Writing	Listening and Talking	Combined Literacy	Numeracy	Maths
P1	87.23%	93.62%	91.49%	87.23%	89.36%	87.23%
P2	74.58%	71.19%	79.66%	71.19%	86.44%	84.75%
P3	80.07%	80.07%	82.46%	77.19%	75.44%	78.95%
P4	89.09%	85.45%	92.73%	85.45%	87.27%	92.73%
P5	85.48%	81.03%	89.66%	81.03%	75.86%	79.31%
P6	88.52%	81.97%	88.52%	81.97%	83.61%	86.89%
P7	93.33%	85.00%	86.67%	83.33%	90.00%	91.67%

#### a) Background

Windyknowe Primary School has a current roll of 401 pupils with 80 children in nursery: 36 am places, 23 pm places and 21 attending 2 full days. There are 218 boys and 193 girls across the school. We have a 15 class structure planned for next year. The Early Years expansion has been in place from August 2020 where full days, mornings or afternoons are offered for 52 weeks a year. 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 Principal Teacher. For the past three years vision and values, pupil voice, curriculum design and quality of learning, teaching and assessment 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 and P7, almost all children attain the appropriate CfE levels in listening, talking and reading and writing. By the end of P4 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 meets 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. Teachers create programmes of work for identified individuals where interventions and impact are 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 3% 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. Additional pupil support workers will continue to be employed next session, using Pupil Equity Funding. The impact of this on identified children will be monitored and measured closely. Already a positive impact is evolving.

**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 P6 and P7, 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. 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 identified children to overcome barriers to learning and raise their aspirations for what they are able to achieve. We expect to see a sustained 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 early speech and language and vocabulary development.

## Windyknove 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
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>All learners will experience a nurturing inclusive learning environment where there is a culture of shared high expectations and aspirations for all. Mental, emotional, social and physical well being will be assessed and evaluated to ascertain supports which require to be placed.</p>	<ul style="list-style-type: none"> <li>• HWB will continue to feature at the heart of our Refreshed curriculum rationale</li> <li>• Learners continue to apply the skills they developed using Glow and Seesaw in face to face learning episodes</li> <li>• Agile approaches are in place to support all learners</li> <li>• Review and evaluate HWB progressions across the school and ELC to take into account of additional nurture required as children return to school</li> <li>• Organise regular check ins with all staff and line leads</li> <li>• Develop a shared understanding of and embed the use of the Wellbeing indicators with our staff , children and families to ensure help and support can be accessed as appropriate</li> <li>• Reflect on and evaluate key messages from Positive Relationships Policy and Restorative Practice with all staff</li> <li>• Ensure our class charters set up at the beginning of the year incorporate Ready, Respectful, Responsible, Safe and Welcoming, Nurturing, Caring.</li> <li>• Apply for maintenance of Rights Respecting Schools Silver Award</li> </ul>	<p>August 21 – June 22</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 and how they are feeling from return as time progresses</p> <p>Children are kept safe and free from infection</p> <p>Risk assessments are created with children and learning community to reflect the changing situation</p> <p>Senior Leadership Team are present and observing in playground at break and lunchtime to measure supports required for children who are struggling with relationship building</p> <p>Check ins with Senior Leadership Team help support parents / carers at the beginning and end of each day at gates and park. Incidents reported will be measured and action taken promptly to address</p>
<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <p>Skills, knowledge and understanding in Science, Technology, Engineering and Maths are developed through clear and comprehensive progressions from ELC to P7 to provide high quality learning experiences</p> <p>Assessments in Literacy and Numeracy Across Learning to be further developed with a focus on skills for learning, life and work</p> <p>Moderation activities to be developed in consultation with staff teams to increase self evaluation capacity: pupil work, classroom practice and planning</p> <p>ELC and school develop further more rigorous approaches to monitoring and tracking of individual learners' progress to ensure appropriate</p>	<ul style="list-style-type: none"> <li>• <b>Consistent and effective</b> use of the <b>WL Progression Pathways</b> for numeracy through implementation of a '<b>Pathways into Practice</b>' model from <b>early to fourth level</b></li> <li>• <b>Effective use of data and high-quality assessment</b> to ensure <b>gaps and strengths</b> are accurately identified and supported through <b>universal and targeted evidence-based</b> approaches to secure appropriate <b>pace and challenge for all learners</b></li> <li>• <b>Effective moderation</b> practice which further strengthens the quality of all aspects of <b>learning, teaching and assessment to include applying skills in different contexts</b></li> <li>• Innovative use of <b>digital technology to maximise support</b> for learners and parents/carers, and to <b>strengthen professional collaboration and sharing of practice</b> across schools and sectors.</li> </ul>		<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 at home and in school 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 STEM learning experiences (over 90%) are evaluated as good or above.</p> <p>Almost all pupils, through focus groups, feedback positively about their learning in STEM</p> <p>At least 90% of observed lessons are good or above across all subject areas</p>

<p>progression in learning leading to further increase in attainment</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>Parents and families will be better supported to be fully involved in the life and work of their child's early learning</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 appropriate levels in Literacy and Numeracy by the end of P1, P4 and P7</p> <p>Increase and sustain attendance for young people in Quintile 1 to above 95%</p>	<ul style="list-style-type: none"> <li>• Implement PEF Action Plan focussing on approaches with identified groups</li> <li>• Implement monitoring of attendance interventions in line with WLC 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>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 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> <p>'Develop a consistent curriculum and approach to Science pathways across our cluster schools to ensure progression and effective transitions across the BGE.'</p>	<p>Our curriculum reflects: COURAGE/ RELEVANCE/ RELATIONSHIPS/ VALUES through ensuring ongoing focus in each of the following within learning, teaching and assessment:</p> <p>STEM, IDL, OUTDOOR LEARNING, PLAY, 1+2 LANGUAGES</p> <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 and Science, Technology, Engineering and Maths</li> <li>• Children know and understand the skills for learning, life and work which they are developing as a result of their learning in school and at home</li> </ul>		<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>



PEF Priority	<b>Proposed Actions &amp; Resources</b> <i>(These should be based around the organisers of Learning &amp; Teaching, Leadership, and Families &amp; Communities. Also consider activities within and beyond the classroom)</i>	<b>What is the expected impact on reducing the gap in your context of your proposed actions?</b> <i>(What story will your data tell by end of next session? By June 2022? You should include any targets linked to data)</i>	<b>How will you measure the impact?</b> <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> <li>• <i>new and existing performance data and other quantitative and qualitative information that will be required</i></li> <li>• <i>plans for how data will be collected and reported)</i></li> </ul>
Literacy	<p>Shared 0.5 pedagogy officer will provide quality CLPL across the cluster to improve practitioner skills and capacity leading to consistent teaching approaches from ELC – P7.</p> <p>PT and chartered teacher will be provided with time to create support links with parents / carers on line to help support them with reading strategies at home.</p> <p>Pupil Support team will receive training in targeted interventions to support individuals</p>	<p>Regular tracking and monitoring of attainment Class room visits and pupil dialogue will measure engagement and participation</p> <p>Parent Surveys will determine what would help them with home learning and evaluate success Pupils in Q1 will all achieve their expected levels</p>	<p>Regularly review and analyse data from your measures.</p> <p>Attainment is monitored and tracked each term during excellence and equity meetings with practitioners.</p> <p>Clear focus on measurement of short term interventions using benchmarks, SNSA and additional PM benchmark assessments</p> <p>Data will be collected every six weeks by DHT and fully interrogated by all staff</p>
Numeracy	<p>Shared pedagogy and links with cluster colleagues across early years, primary and secondary will improve practitioner skills and capacity leading to consistent teaching approaches from ELC – P7</p> <p>Pupil Support team will receive training in targeted interventions to support individuals</p>	<p>An increase in number of pupils attaining appropriate levels in secondary</p> <p>Progression is in place across all stages.</p>	<p>Attainment is monitored and tracked each term during excellence and equity meetings with practitioners.</p> <p>Clear focus on measurement of short term interventions using benchmarks, SNSA and additional PM benchmark assessments</p> <p>Data will be collected every six weeks by DHT</p>
Health and Wellbeing	<p>Employ 2 additional pupil support workers on fixed term contracts for early and first level classes (ELC – P4) to provide skills to support individual who require social, emotional and behavioural approaches through Nurture and Social Skills interventions</p>	<p>The gap closes early on in the learners school life</p> <p>A nurturing approach is across the whole school</p> <p>School is ASD, ADHD and Nurture friendly and welcomes all learners</p>	<p>Observations to gather data within nurture groups</p> <p>Q1 learners are monitored and tracked every 6 weeks</p>