

2018 - 2019

Wester Cleddens Primary

School Improvement Plan



Happy Together, Learning Together. Achieving Together

Our Vision

Happy Together, Learning Together, Achieving Together

School Values

Respect

Learning

Staying Safe

Our Aims are to:

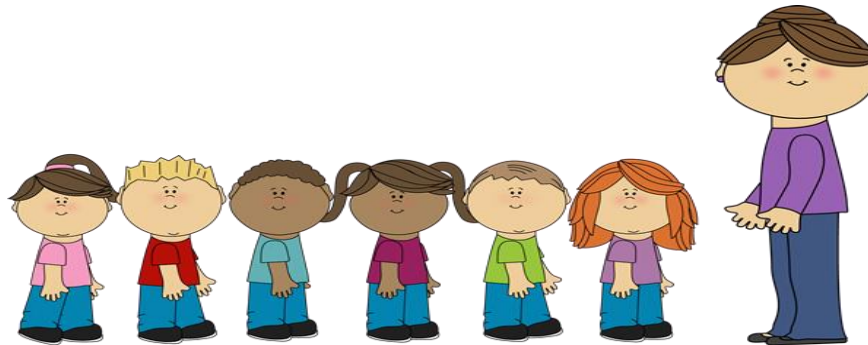
Create a safe, happy and stimulating environment in which our children learn positive attitudes, develop self-esteem and become confident individuals. (Articles 19, 24, 28 and 29)

Ensure all of our children access an inclusive curriculum, delivered through a wide range of learning and teaching strategies that provides the appropriate support and challenge. (Article 3)

Ensure children develop an understanding of their own and others feelings, cultures and beliefs in order to become responsible citizens. (Article 14)

Promote an atmosphere of achievement with high expectations of all pupils. (Article 3, 28 and 29)

Develop effective partnerships, to inform and involve parents/carers in the education of their children. (Article 12)



Our Attainment Profile

Wester Cleddens Primary currently has a school role of 215 pupils. Free school entitlement during Session 2018/2019 was *****%. We ensure equity for all pupils by carefully monitoring and tracking pupil progress in Literacy, Numeracy and Health and wellbeing and providing responsive Universal and Targeted support. The school also provides high quality provision for Wellbeing and Inclusion ensuring that the needs of all learners are effectively met.

Effective learning and teaching ensures that attainment across the school is in line or above National Averages in Reading, Writing, Listening and Talking and Maths. Comparing attainment by percentage year, on year, at Early, First and Second Level is not comparable At WCPS we monitor the progress of each year group, year on year.

2018/2019	Reading	Writing	Listening and Talking	Maths
<u>Early</u> (P1) (E) 24 children	19 (79%)	19 (79%)	23 (96%)	21 (88%)
<u>First</u> (P4) (E) 24 children	19 (79%)	19 (79%)	21 (87%)	20 (83%)
<u>Second</u> (P7) (E) 24 children	21 (87%)	19 (79%)	21 (87%)	20 (83%)

Year	Improvement Priority	Targets
Year 1 (2017 – 2018)	To continue to raise attainment in Writing through the implementation of high quality learning and teaching from Primary 1 to Primary 7.	All teaching staff will have an increased knowledge and understanding of high quality learning and teaching in Writing. All teaching staff will be able to deliver high quality differentiated Writing lessons. All teaching staff will have an increased knowledge and understanding of assessing and moderating Writing using the Benchmarks
Year 2 (2018 – 2019)	To continue to raise attainment in Writing through the implementation of high quality learning and teaching from Primary 1 to Primary 7 This target was started during 2017 – 2018.	All teaching staff will have an increased knowledge and understanding of high quality learning and teaching of Grammar. All teaching staff will implement a progressive programme of Grammar skills and assess and moderate pupil progress. All teaching staff will implement a progressive programme of Handwriting skills and assess and moderate pupil progress. All teaching staff will have an increased knowledge and understanding of assessing and moderating Writing using the Benchmarks Targeted support for writing will be provided for identified pupils in Primary 1 to Primary 7.
Year 3 (2019 – 2020)	To continue to raise attainment in Writing through the implementation of high quality learning and teaching from Primary 1 to Primary 7.	All teaching staff will have an increased knowledge and understanding of high quality learning and teaching of spelling All teaching staff will implement a progressive programme of spelling and assess and moderate pupil progress.
Year 1 (2017 – 2018)	To use a Professional Enquiry approach to develop staff confidence in the use of SEAL and Maths Recovery approaches.	To establish best practice in using SEAL/Maths Recovery strategies to raise attainment in Numeracy.
Year 1 (2018 – 2019)	To continue to raise attainment in Reading through the development of WCPS reading culture.	All staff will undertake a Professional Enquiry based on aspect of developing reading within their classrooms. Digital Literacy will be developed across the school to broaden the reading opportunities for pupils All teaching staff will provide opportunities for children to broaden the genres they are reading.
Year 2 (2019 – 2020)	To continue to raise attainment in Reading through the implementation of high quality learning and teaching from Primary 1 to Primary 7	All teaching staff will have an increased knowledge and understanding of quality learning and teaching in Reading All teaching staff will be able to deliver high quality differentiated Reading lessons.
Year 3 (2020 – 2021)	To continue to raise attainment in Reading through the implementation of high quality learning and teaching from Primary 1 to Primary 7.	All teaching staff will have an increased knowledge and understanding of effective assessment and moderation of reading.
Year 3 (2019 – 2020)	To continue to raise attainment in Literacy through the development and implementation of a learning and teaching strategy.	All teaching staff will have an increased knowledge and understanding of high quality learning and teaching strategies.
Year 3 (2019 – 2020)	To support Health and wellbeing of all pupils by building staff confidence in supporting pupils with a wide range of Additional Support Needs.	All staff will have an increased knowledge of supporting children with a wide range of Additional Support Needs. All staff will have an increased knowledge of supporting children with Language and Communication needs All staff will have an increased knowledge of de-escalation strategies.

PEF Organiser	5. Promoting a high-quality learning experience 11. Professional Learning and leadership		
Improvement Priority	Priority One: To continue to raise attainment in Writing through the implementation of high quality learning and teaching from Primary 1 to Primary 7 (Year 2)		
Link to NIF Priorities & Drivers	Improvement in attainment, particularly in Literacy and Numeracy <ul style="list-style-type: none"> Teacher Professionalism Assessment of children's progress 		
EDC NIF Implementation Plan	Improvement in Attainment in Literacy Closing the attainment gap between the most and least disadvantaged		
Target	Impact on Learners	Evidence	
All teaching staff will have an increased knowledge and understanding of high quality learning and teaching of Grammar. All teaching staff will implement a progressive programme of Grammar skills and assess and moderate pupil progress. All teaching staff will implement a progressive programme of Handwriting skills and assess and moderate pupil progress All teaching staff will have an increased knowledge and understanding of assessing and moderating Writing using the Benchmarks Targeted support for writing will be provided for identified pupils in Primary 1 to Primary 7.	1. Learners will benefit from a clear, progressive and coherent programme for developing Grammar 2. Learners will benefit from a clear, progressive and coherent programme for developing handwriting 3. Learners will benefit from increased, structured opportunities of developing Writing across the curriculum. 4. Learners will benefit from clear expectations and targets in Writing.	1. Progression of grammar skills from Primary 1 to Primary 7, monitored by SLT. 2. Progression of handwriting skills from Primary 1 to Primary 7, monitored by SLT. 3. Writing assessments from Primary 1 to Primary 7, monitored by SLT. 4. SLT observations from Primary 1 to Primary 7	
Action	Timescale	Responsibility	Progress Update
Continued implementation of Grammar from Primary 1 to Primary 7.	August 2018 to June 2019	All class teachers.	
Assessment and moderation of Grammar skills from Primary 1 to Primary 7.	August 2018 to June 2019	All class teachers.	
Implementation of weekly taught handwriting lessons supported by daily reinforcement from Primary 1 to Primary 7.	August 2018 to June 2019	All class teachers.	
Development, implementation and analysis of writing survey to gather both pre and post improvement data.	August 2018 to June 2019	Acting Principal Teacher Class Teachers	
Moderation of Instructional / Diagram writing at Early, First and Second Level.	August 2018 to June 2019	All class teachers.	
Moderation of Recount writing at Early, First and Second Level.	August 2018 to June 2019	All class teachers.	
Moderation of Report writing at Early, First and Second Level.	August 2018 to June 2019	All class teachers.	
Moderation of Imaginative writing at Early, First and Second Level	August 2018 to June 2019	All class teachers	
Targeted support for identified pupils from Primary 1 to Primary 7	October 2018 to May 2019	DHT, EST	
Creation of parent information leaflet to support understanding of progression in writing and writing skills.	August to December 2018	Writing Champion (Mrs Dickson)	

Creation of parent information leaflet to support understanding of grammar progression.	August to December 2018	Writing Champion (Mrs Dickson)	
Creation of parent information leaflet to support understanding of handwriting progression.	August to December 2018	Writing Champion (Mrs Dickson)	
Resource Requirements		Time, identified through collegiate calendar and professional develop time using Pupil Equity Funding to release staff from class.	
Amount allocated from PEF		£5,000 for DHT to provide targeted support for pupils £5,000 for Acting Principal Teacher and cover to be released from class 6 x £204 for cover to release member of staff to continue to lead Writing development <u>Total spend: £11,224</u>	
Professional Learning		1. Professional reading of effective learning and teaching in Writing and Grammar	

PEF Organiser		5. Promoting a high quality learning experience 11. Professional Learning and leadership	
Improvement Priority		Priority Two: To continue to raise attainment in Reading through the development of WCPS reading culture (Year 1)	
Link to NIF Priorities & Drivers		Improvement in attainment, particularly in Literacy and Numeracy <ul style="list-style-type: none">Teacher ProfessionalismAssessment of children’s progress	
EDC NIF Implementation Plan		Improvement in Attainment in Literacy Closing the attainment gap between the most and least disadvantaged	
Target		Impact on Learners	Evidence
1. All teaching staff will have an increased understanding of how to encourage and motivate pupils to read for pleasure 2. All teaching staff will have an increased understanding of how to use ICT to support digital literacy 3. All teaching staff will undertake a Professional Enquiry to demonstrate how to motivate focus groups to read for enjoyment		1. Learners will benefit from increased opportunities to read for enjoyment 2. Learners will benefit from increased opportunities to read a wide range of genres 3. Learners will benefit from using technology to support reading for enjoyment	1. Through pre and post reading surveys an increase in children reading for enjoyment will be demonstrated 2. Monitoring of genres being read by children from Primary 1 to Primary 7.
Action	Timescale	Responsibility	Progress Update
Professional reading in relation to promoting reading for enjoyment as part of a Professional Enquiry.	August 2018 to June 2019	All class teachers Senior Leadership Team	
Identification of an issue or an area of change in relation to promoting reading for enjoyment as part of a Professional Enquiry.	August 2018 to June 2019	All class teachers Senior Leadership Team	
Implementation of possible solutions for the identified area of change or issues in relation to promoting reading for enjoyment as part of a Professional Enquiry	August 2018 to June 2019	All class teachers Senior Leadership Team	
Evaluation of the implemented strategies to promote reading for enjoyment as part of a Professional Enquiry.	August 2018 to June 2019	All class teachers Senior Leadership Team	
Development, implementation and analysis of reading for enjoyment survey to gather both pre and post strategy data.	August 2018 to June 2019	All class teachers Senior Leadership Team	
Participation in Professional Enquiry focus groups supported by Education Psychology to ensure validity of Professional Enquiry.	August 2018 to June 2019	All class teachers Senior Leadership Team Education Psychologists	
Development of class libraries through pupil consultation	August 2018 to June 2019	All class teachers	

Participation in Book Week Scotland to promote reading for enjoyment across the school.	November 2018	All class teachers Education Support Teacher	
Implementation of Bug Club comprehension with focus groups across the schools.	August 2018 to June 2019	All class teachers	
Phonics targeted support for pupils in Primary 1 to Primary 3	September 2018 to June 2019	Depute Head Teacher Education Support Teacher	
Resource Requirements	Time allocated as part of CLPL Time allocated as part of WTA Professional reading literature Reading resources as identified by pupils and staff		
Amount allocated from PEF	9 x £20+ cover to release staff to write Professional Enquiry. £4,500 to resource class libraries £5,000 to develop reading for enjoyment through author visits, digital literacy. <u>Total spend: £11,336</u>		
Professional Learning	All teaching staff will undertake a Professional Enquiry study into an aspect of Reading for Pleasure.		