

2019 - 2020

# Wester Cleddens Primary

School Improvement Plan



*Happy Together, Learning Together. Achieving Together*

## Our Vision

At Wester Cleddens Primary we are Happy Together, Learning Together and Achieving Together - STRIVE

to be the best we can be in our inclusive and united community

## School Values

Safe

Together

Respected

Included

Valued

Equity for all

## Our Aims

**SAFE:** 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)

**TOGETHER:** Develop effective partnerships, to inform and involve parents and carers in the education of their children.

**RESPECTED:** Ensure children develop an understanding of their own and others feelings, cultures and beliefs in order to become responsible citizens

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

**VALUED:** Promote a nurturing community where all individual achievements are valued and celebrated.

**EQUITY FOR ALL:** Promote equality of opportunity for all our learners.



## Our Attainment Profile

### Our Context

Wester Cleddens Primary and ELR (Enhanced Learning Resources) has a school role of 250 and a teaching staff of 16.7 Our SIMD (Scottish Index of Multiple Deprivation) is spread across all deciles. SIMD 1 and 2, 12.4% of pupils. SIMD 3 and 4, 12.4% of pupils. SIMD 5 and 6, 6.4% of pupils. SIMD 7 and 8, 20.4% of pupils. SIMD 9 and 10, 43.6% of pupils. 4.8% of pupils SIMD is unknown. Free school entitlement during Session 2018/2019 was 6%. Pupil Equity Fund allocation for session 2019/2020 is £20,520, which is used to support Raising Attainment for all pupils in Literacy and Numeracy

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. Our attainment data includes attainment data for our pupils in our Enhanced Learning Resource.

2018/2019	Reading	Writing	Listening and Talking	Maths
<u>Early</u> (P1) (E) 50 children	82%	70%	74%	84%
<u>First</u> (P4) (E) 45 children	82%	82%	84%	84%
<u>Second</u> (P7) (E) 33 children	90%	84%	90%	84%

Year	Improvement Priority	Targets
1. Reading (2019 – 2020) Major Focus	To continue to raise attainment in Reading through high quality learning and teaching from Primary 1 to Primary 7	All teaching staff will have an increased knowledge and understanding of the planning and delivery of quality learning and teaching of Reading All teaching staff will be able to deliver quality differentiated Reading lessons. All teaching staff will have increased higher order questioning skills they will embed in the learning and teaching of Reading
2. Spelling (2019 – 2020) Major Focus	To raise attainment in Spelling 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, progressive learning and teaching of Spelling. All teaching staff will be able to deliver high quality, active, multi-sensory differentiated Spelling lessons. All teaching staff will have an increased knowledge and understanding of effective assessment of Spelling.
3. Health and wellbeing (2019 – 2020) Major Focus – ELR ONLY	To improve the mental, emotional and social wellbeing of pupils through the development of effective assessment and tracking of HWB and Language and Communication.	All ELR teaching and support staff will have an increased knowledge and understanding of the development of mental, emotional and social wellbeing in children with Additional Support Needs. All ELR teaching and support staff will have an increased knowledge and understanding of development of Language and Communication in children with Additional Support Needs. All ELR teaching staff will have an increased knowledge and understanding of effective assessment tools to monitor progress and identify next steps in Wellbeing and Language and Communication for children with Additional Support Needs. To create an effective and manageable method of recording progress in HWB and Language and Communication.
Learning and Teaching (2019 – 2020) Minor Focus	To continue to raise attainment across the curriculum using effective pedagogy and AiFL strategies.	All teaching staff will have an increased knowledge and understanding of methodologies that effectively embed AiFL in learning and teaching. To create an updated Assessment Framework for WCPS. To create a Learning and Teaching policy

Improvement Priority <b>(MAJOR)</b>	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
I. Reading	Improvement in attainment, particularly in Literacy and Numeracy  Closing the attainment gap between the most and least disadvantaged children and young people	School Improvement  Teacher Professionalism  Parental Engagement	Improvement in attainment in Literacy	Depute Head Teacher Mrs Kelly/Mrs Kynigos	
Tasks/Action Required	Timescale	Resource Requirement	Person Responsible	Monitoring and Evaluation arrangements	Progress
<b>Baseline Audit:</b> <ul style="list-style-type: none"> <li>Pre survey to gather information on staff awareness and understanding of effective pedagogy in the learning and teaching of Reading.</li> <li>Pre survey of Pupils to gather information on their awareness and understanding of reading skills and tools.</li> <li>Pre survey of Parents to obtain information of awareness and understanding of reading development and skills.</li> </ul>	October (INSET) 2019 (Staff) October 2019 (Pupils and Parents)	Baseline Audit Time During October INSET	Mrs Allison Kelly (Acting DHT)	<ul style="list-style-type: none"> <li>Analysis of data will provide a baseline for developing a clear and coherent approach to CLPD.</li> <li>Information will be used to inform areas of reading development and used to inform team teaching led by Senior Leadership Team (SLT).</li> <li>Information gathered will inform Parent Workshop opportunities and Parent Guide.</li> </ul>	
<b>Professional Learning, Knowledge and Skills:</b> <ul style="list-style-type: none"> <li>Professional learning opportunities to enhance knowledge and understanding of the development and progression of Reading Skills and the pedagogy that underpins this.</li> <li>Develop quality learning and teaching guided by the CfE benchmarks, and reduce barriers to learning through effective differentiation.</li> </ul>	November 2019 – June 2020	Professional reading Benchmarks Additional CLPL courses Partnership work – secondary school. Exemplars – explore best practice Time –Collegiate Calendar	Mrs Allison Kelly (Acting DHT) Mrs Fiona Kynigos (DHT) Mrs Lyndsay Harvey (PT) Class Teachers	Monitoring development and impact through: <ul style="list-style-type: none"> <li>SLT Learning and Teaching monitoring</li> <li>SLT Pupil Work Monitoring</li> <li>SLT Pupil Discussion/Focus Groups</li> <li>Post Audit</li> </ul>	
<b>Curriculum Development:</b> PT/DHT/HT to model teaching of reading through team teaching approach with staff. <ul style="list-style-type: none"> <li>Team planning/ teaching/evaluation opportunity SLT – CT</li> </ul>	November 2019 – February 2020	Time allocated during working week for PT, DHT and HT to team teach. Time – Collegiate Calendar Benchmarks	SLT Mrs Rosie Farrell (PT ELR) Mrs Lyndsay Harvey (PT) Class teachers	Ensuring consistent approach to the development of reading tools across the school. through following: <ul style="list-style-type: none"> <li>SLT Learning and Teaching monitoring</li> <li>SLT Pupil Discussion/Focus Groups</li> <li>SLT Lesson observations</li> </ul>	
<b>Curriculum Development:</b> Development and implementation of reading tools resources:- <ul style="list-style-type: none"> <li>Higher Order Thinking Skills and Questioning (HOTS)</li> <li>Before, During and After differentiated Reading approaches</li> <li>Digital literacy resources, appropriate to Level.</li> <li>Development of skills based planners for each CfE level.</li> </ul>	January – June 2020	Teacher and Whole school reading tool resources Time – Collegiate Calendar Online resources Benchmarks	Mrs Allison Kelly (Acting DHT) Mrs Fiona Kynigos (DHT)	Staff feedback and evaluation of modelled/team taught lessons – pupil engagements and levels of success. Evidence from Post Audit.	
<b>Curriculum Planning:</b> A Literacy week model to be created to ensure reading skills are taught consistently across all CfE levels; including teacher modelled reading, IDL reading activities and continued development of reading for enjoyment.	November – June 2020	Reading resources accessible for all pupils/ skills levels (e.g. eBooks options, pen readers, dyslexia friendly texts, large text versions)	Mrs Allison Kelly (Acting DHT) Mrs Fiona Kynigos (DHT) Class Teachers	Tracked through following: <ul style="list-style-type: none"> <li>SLT Learning and Teaching monitoring</li> <li>SLT Pupil Discussion/Focus Groups</li> </ul>	
<b>Curriculum Planning:</b> Development of 2 week Novel Study approach, with effective differentiation planned across Primary 4 to Primary 7.	January – June 2020	Time – Collegiate Calendar Purchase of reading books/intervention resources	SLT	Tracked through following: <ul style="list-style-type: none"> <li>SLT Learning and Teaching monitoring</li> <li>SLT Pupil Discussion/Focus Groups</li> </ul>	
<b>Policy Guidance:</b> Creation of Parent Guide to inform parents on reading skills and tools to support reading in school and across contexts at home, Junior Management Team – voice on what makes reading fun?	January – June 2020	Printing resources Time – Collegiate Calendar	Mrs Allison Kelly (Acting DHT) Mrs Fiona Kynigos (DHT) – JMT/CT	Feedback from parents via evaluations/audit	

<b>ASN Support:</b> Continued development of Reading intervention across school; ensuring development of core reading skills and tools are key element of additional support (e.g. introduction of Dandelion Readers, Dyslexia friendly Barrington Stoke texts)	August 2019– June 2020	Time allocated through EST Timetable –Helen Claase EST Support Staff Timetable allocation.	Mrs Allison Kelly (Acting DHT) Mrs Fiona Kynigos (DHT) Support Staff Class Teachers	Children identified through Tracking and Monitoring. Observation and assessment of progress. Pupil Support Group	
<b>Post Audit:</b> Following initial year of reading skills development, survey will be conducted for both staff and pupils to analyse impact of Reading SIP.	May 2020	Time - Collegiate Calendar Time allocated for pupils during working week	Mrs Allison Kelly (Acting DHT) Mrs Fiona Kynigos (DHT)	Analysis will be used to inform next steps in raising reading attainment across the school.	

#### Leadership and Parental Engagement Opportunities

<b>Staff</b>	Staff will work collaboratively to create high quality reading resources. Staff will work collaboratively to plan and implement a progression of skills based lessons, exemplifying best practice. Staff will work collaboratively to create a Parent Reading Skills guide.
<b>Pupils</b>	Pupils will be involved in Pre and Post Audit to inform SIP and next steps. Junior Management Team will make contributions to Parent Leaflet.
<b>Parental Engagement</b>	Parents will be involved in Audit to assess own strengths and areas for development. Parent Guide to support learning at home.

<b>Resource Requirements</b>	Time Allocated through Working Time Agreement Stationary resources to support creation of Reading Resources and Tools Print Room
<b>Cluster/Partnership Funding</b> <b>PEF funding – detailed breakdown</b>  <b>MONEY</b>	<b>Pupil Equity Funding will be used for:</b> 1. Time for staff to undertake Professional Learning – 10 days cover - £2500 2. Professional Reading resources to support CLPL through collegiate sessions -£300 3. Read Write Inc one to one tutoring resources to support targeted intervention - £2,110 4. Novel Study resources for Primary 4 to Primary 7 – £1,000 5. Support for Learning Assistant to support targeted intervention in Reading - £12,000 <u><b>Total PEF spend for Reading: £17,910</b></u>

<b>Professional Learning</b>	Effective teaching strategies and the pedagogy of learning and teaching in reading. Enhanced knowledge of reading development and skills progression. Enhanced knowledge and understanding of reading benchmarks.
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Improvement Priority (MAJOR)					
2. Spelling	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
	Improvement in attainment, particularly in Literacy and Numeracy	School Improvement  Teacher Professionalism	Improvement in attainment in Literacy	Principal Teacher Mrs Harvey	
Tasks/Action Required	Timescale	Resource Requirement	Person Responsible	Monitoring and Evaluation arrangements	Progress
<b>Baseline Audit:</b> <ul style="list-style-type: none"><li>Pre survey to gather information on staff confidence on the pedagogy of learning and teaching of spelling.</li><li>Pre survey on parents/ pupils view of spelling experiences</li></ul>	Wednesday 14 <sup>th</sup> August 2019 (INSET 2)	Baseline Audit Time during August INSET	Mrs Lyndsay Harvey (PT)	Audit will be used to inform lessons modelled by SLT Post CLPD input audit will be undertaken in June 2020 to evaluate impact	
<b>Professional Learning:</b> Effective teaching of spelling, including enhanced knowledge of phonological development, barriers to spelling and resources to provide effective support.  Support for Learning workshop – the practices of Read Write Inc – class teachers calling upon own understanding/ practice of the pedagogy of phonics and evidence from practitioner enquiry	Wednesday 14 <sup>th</sup> August (INSET2)	Professional reading materials Exemplars of spelling resources Time allocated during August INSET Read Write Inc.	Mrs Lyndsay Harvey (PT) Lauren Currie (CT) Class Teachers- Early Level	SLT Learning and Teaching monitoring SLT pupil work monitoring SLT pupil discussion groups  SLT/CT's monitoring the impact of learning support impact on pupil progress in phonics with groups of targeted pupils	
<b>Baseline Assessment:</b> Establishing a baseline of pupil's information gather information, carry out an analysis of pupil spelling skills , identifying gaps use information to create that provide an appropriate level of challenge and pace of learning.	August to October 2019	Baseline Assessment Principal Teacher time Depute Head Teacher time	Mrs Lyndsay Harvey (Principal Teacher) Allison Kelly Acting DHT)	SLT Learning and Teaching Monitoring DHT/ ASN and targeted intervention monitoring	
<b>ASN Targeted Support:</b> Pupils identified from baseline that have significant gaps in spelling knowledge will have intervention from Class Teachers or Support Staff	October 2019 to June 2020	5-minute box Read Write Inc Toe by Toe Nessy Resources Support staff allocation	Support Staff Class Teachers	ASN Monitoring and Tracking led by DHT, including regular review of progress and impact of spelling interventions implemented. Learning and Teaching Tracking meetings	
<b>Curriculum Development:</b> PT/DHT to model effective teaching of spelling at all stages and raising awareness of opportunities to embed as part of a reading programme.	September 2019 to January 2020	Teacher created active spelling resources Exemplar lesson plans PT and DHT management time Time - Collegiate Calendar	Senior Leadership Team Mrs Lyndsay Harvey (Principal Teacher) Class Teachers	SLT Learning and Teaching monitoring SLT pupil work monitoring SLT pupil discussion groups Staff feedback of modelled lessons	
<b>Curriculum Planning:</b> Creation of a spelling pathway from Early to Second Level to ensure progression for all learners.	January 2020- March 2020	Spelling Pathway Nelson spelling PT management time	Mrs Lyndsay Harvey (Principal Teacher)	SLT Learning and Teaching monitoring SLT pupil work monitoring SLT pupil discussion groups	
<b>Curriculum Planning:</b> A Literacy week model to be created to ensure consistently high quality teaching of spelling across all CfE levels.	January 2020 to June 2020	Professional reading to inform structure of Literacy week.	Mrs Lyndsay Harvey (Principal Teacher)	SLT Learning and Teaching monitoring SLT pupil work monitoring SLT pupil discussion groups	
<b>Policy Guidance:</b> A spelling policy to be created in collaboration with pupils	November 2019 to March 2020	Professional reading to inform spelling policy	Mrs Lyndsay Harvey	SLT Learning and Teaching monitoring SLT pupil work monitoring	

and staff		PT management time	(Principal Teacher) Pupils Staff	SLT pupil discussion groups	
<b>Parental Engagement:</b> Creation of a parent guide for Spelling	March 2020 to June 2020	Professional reading to inform spelling parent guide PT management time	Mrs Lyndsay Harvey (Principal Teacher)	Feedback from parent	
Leadership and Parental Engagement Opportunities					
Staff	Staff will work collaboratively to create high quality spelling resources				
Pupils	The Junior Management Team will be involved in the creation and delivery of parent workshops				
Parental Engagement	Pre Survey gathering parent's viewpoint in spelling. Creating a parent Spelling guide to support learning at home – views to be gathered December 2020				
Resource Requirements	Time Allocated through Working Time Agreement North Lanarkshire Spelling Resources Highland Literacy Resources				
Cluster/Partnership Funding PEF funding – detailed breakdown	<b>Pupil Equity Funding will be used for:</b>  1. Time for staff to undertake Professional Learning – 1/2 day cover per member of staff - £1,250 2. Read Write Inc one to one tutoring resources to support targeted intervention - £2,110 (Accounted for through Reading Priority) 3. Support for Learning Assistant to support targeted intervention in Reading - £12,000 (Accounted for through Reading Priority) 4. Targeted support resources to support spelling e.g. Toe by Toe - £150 <u><b>Total PEF spend for Spelling: £14,400</b></u>				
Professional Learning	Effective methodologies for teaching spelling Increased understanding and awareness of barriers to spelling				



Improvement Priority (MAJOR – ELR ONLY)	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
3. Health and wellbeing	Improvement in children and young people's health and wellbeing	Assessment of children's progress	Improvement in children and young people's health and wellbeing	Head Teacher Principal Teacher (ELR) Mrs Farrell	
Tasks/Action Required	Timescale	Resource Requirement	Person Responsible	Monitoring and Evaluation arrangements	Progress
<b>Professional Knowledge and Skills:</b> All staff to participate in CLPL that develops knowledge of social, emotional and behavioural needs and developmental milestones of play.	Tuesday 13 <sup>th</sup> August INSET	Time allocated from collegiate calendar. Professional reading materials	All ELR class teachers PT ELR	Pre and post staff confidence surveys	
<b>Curriculum Development:</b> All staff to participate in the development of Health and wellbeing profiles that evidence detailed progress specific to pupil need. Three target areas: 1. Social, Emotional and Behavioural 2. Speech and Language 3. Play	Wednesday 14 <sup>th</sup> August INSET	Time allocated from collegiate calendar	All ELR class teachers PT ELR EYW	PT will monitor Pupil Profiles Pupil and parent feedback	
<b>Curriculum Development:</b> All staff to use Teaching Talking for assessment, planning and tracking of children will identified speech and language needs.	August to October 2019 Ongoing per term	Time allocated from collegiate calendar Teaching Talking resource	All ELR Class teachers PT ELR	Learning and Teaching observations Learning and Teaching meetings Monitoring and tracking processes	
<b>Curriculum Development:</b> All staff to use Boxall profile for assessment, planning and tracking of children with identified and social, emotional and behavioural needs.	August to October 2019 Ongoing per term	Time allocated from collegiate calendar Boxall profile	All ELR Class teachers PT ELR	Learning and Teaching observations Learning and Teaching meetings Monitoring and tracking processes	
<b>Curriculum Development:</b> All staff to use developmental play observations for assessment, planning and tracking of children with identified developmental needs.	August to October 2019 Ongoing per term.	Developmental play observations Time allocated from collegiate calendar	All ELR Class teachers PT ELR	Learning and Teaching observations Learning and Teaching meetings Monitoring and tracking processes	
<b>Monitoring and Tracking:</b> All teaching staff to support the development of effective tracking procedures for Health and wellbeing	June 2020	Principal Teacher ELR Management Time	PT ELR	Monitoring and tracking processes show evidence of positive impact on pupil HWB.	
<b>Moderation:</b> All teaching staff to participate in termly moderation of pupil HWB profiles	Termly throughout session 2019 - 2020	Time allocated from Collegiate Calendar	All ELR Class teacher PT ELR	Learning and Teaching observations Learning and Teaching meeting Monitoring and tracking processes	

Leadership and Parental Engagement Opportunities	
Staff	Each class teacher will lead on one specific area of developing and supporting staff on either; social, emotional and behavioural, speech and language and play.
Pupils	Pupils will be involved in pupil conversations when creating and implementing profiles. Where appropriate and possible, pupil feedback about HWB profiles will be gathered.
Parental Engagement	Parental feedback on associated pupil profiles and action plans will be sought.
Resource Requirements	Time allocated through the Working Time Agreement
Cluster/Partnership Funding PEF funding – detailed breakdown	<p>Pupil Equity Funding will be used for:</p> <p>1. Resources to support the development of pupil Health and wellbeing and Social and Emotional development: £1,000</p> <p><u>Total PEF spend for Spelling: £1,000</u></p>
Professional Learning	<p>Teaching Talking</p> <p>Boxall Profile</p> <p>Developmental Play Observations</p>

Improvement Priority (MINOR)	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
4. Learning and Teaching	Improvement in attainment, particularly in Literacy and Numeracy	School Improvement Teacher Professionalism Assessment of Children's Progress	Improvement in attainment in Literacy and Numeracy	Head Teacher Depute Head Teacher	
Tasks/Action Required	Timescale	Resource Requirement	Person Responsible	Monitoring and Evaluation arrangements	Progress
<b>Professional Learning:</b> Assessment is For Learning (AifL) CLPL focusing on SMART target setting, Learning Intentions (LI) / Success Criteria (SC) and constructive feedback	August INSET 2019	Time during August INSET	SLT	Classroom observations/learning rounds Staff feedback	
<b>Curriculum Development:</b> Staff to implement a consistent, progressive and differentiated approach to AifL across the curriculum, ensuring targets reflect skills and benchmarks.	August 2019 – June 2020	Time allocated through Collegiate Calendar Quality Assurance Processes	SLT Teaching Staff	SLT Learning and Teaching monitoring SLT pupil work monitoring SLT pupil discussion groups	
<b>Curriculum Policy:</b> Review and Update current Assessment policy,	August – December 2019	Time allocated through Collegiate Calendar  Quality Assurance Processes	SLT	SLT Learning and Teaching monitoring SLT pupil work monitoring SLT pupil discussion groups	
<b>Curriculum Policy:</b> Create Learning and Teaching policy, which includes clear guidance and progressive expectations for marking and feedback, and expectations for Learning Intentions and Success Criteria across the school.	January 2020	Time allocated through Collegiate Calendar  Quality Assurance Processes	SLT	SLT Learning and Teaching monitoring SLT pupil work monitoring SLT pupil discussion groups	
<b>Curriculum Development:</b> Audit Pupils, Parents and Staff regarding Pupil Achievement Profiles	January 2020	Time allocated through Collegiate Calendar to complete audits Quality Assurance Processes	SLT	Analysis of data gathered will inform next steps regarding development of Pupils Profiles.	
<b>Curriculum Development:</b> Changes, if required, to Pupils Achievement Pupil Profiles to be developed. Pilot of changes to be developed in next session.	April – June 2020	Printing Resources	SLT		

Leadership and Parental Engagement Opportunities	
Staff	Staff will lead the consistent approach to assessment within their class reflecting AiFL strategies. Staff will lead the consistent approach to LI/SC, Target Setting within their class.
Pupils	Pupil views will be gathered via audits Pupils will lead SC and Target Setting regarding their learning, facilitated by Class Teacher.
Parental Engagement	Parental views will be gathered via audits. Parental involvement with Pupil Profiles.
Resource Requirements	Time allocated through Working Time Agreement AiFL resources (e.g. stampers)
Cluster/Partnership Funding PEF funding – detailed breakdown	Not applicable.
Professional Learning	Staff development and training on effective AiFL techniques and strategies. Staff development following feedback at Quality Assurance Visits.