



School Improvement Plan Westerton Primary 2018-2019



Section 1- A Statement of the School's/Establishment's Vision: Values: Aims

OUR VISION

Westerton Primary School provides a secure and positive learning environment in which our children can flourish in order to reach their full potential. We are fully committed to working in partnership with parents, carers and the wider community to ensure Westerton Primary provides the highest quality of education across all curricular areas, with the needs of the whole child – spiritual, physical, academic, emotional and social – being recognised, nurtured and developed.

OUR AIMS

- To provide a stimulating and challenging environment in which the children are supported, motivated and engaged in their learning.
- To encourage teamwork between the children, parents, staff and outside agencies for the benefit of each child within the school community.
- To help children develop a knowledge and understanding of issues affecting their health and wellbeing so that they can make informed choices for their future
- To develop knowledge and understanding of social and cultural diversity so that everyone feels valued and respected.
- To encourage children to take responsibility for maintaining a high standard of behaviour at all times.
- To encourage children to value and take pride in all that they do.

OUR VALUES

Respect

Responsibility

Happiness

Achievement

Honesty

Confidence



School Improvement Plan
Westerton Primary 2018-2019



Section 2 - Overview of Whole School/Establishment Priorities and Targets

No	Improvement Priority	Target
1	The implementation of a consistent whole school approach to Numeracy and Mathematics, resulting in raised attainment, through increased ability in core numeracy skills, mental agility and the application of knowledge to real life contexts. (Year 1 of 3)	<ul style="list-style-type: none">• Professional learning opportunities for staff in understanding core numeracy.• To develop and implement a new progression of skills framework to ensure consistency throughout the school.• To develop and administer meaningful and effective assessments in Numeracy and Mathematics.• Identify children in need of support/challenge and implement effective interventions.• Incorporate SEAL approaches into planning and practice• Raise attainment in Numeracy across all levels through increased ability in Numeracy skills.• To develop a shared understanding of the Numeracy and Mathematics Benchmarks.• To increase purposeful use of SIMD data to ensure equity for all.
2	To improve Reading skills of all our pupils enabling them to achieve the appropriate levels at all stages. (Year 2 of 3)	<ul style="list-style-type: none">• To increase the range and types of fiction and non-fiction texts at all stages.• To develop a consistent and progressive approach to the teaching of reading skills• To raise attainment in reading at all levels• To develop a culture of a love of and enthusiasm for reading throughout the school• To develop a shared understanding of the Reading Benchmarks.• To increase purposeful use of SIMD data to ensure equity for all.
3	Embed an ethos of mutual respect, achievement and strengthened nurturing approaches throughout the school community. (Year 2 of 3)	<ul style="list-style-type: none">• To continue to embed a nurturing ethos within the school through a deeper knowledge and understanding of the Nurture Principles.• Professional learning opportunities for staff in PAThS.• To further develop the Growth Mindset culture with staff, parents and pupils.• To incorporate The Rights of the Child into our HWB programme.• Revise school vision, values and aims.



School Improvement Plan Westerton Primary 2018-2019



Improvement Priority 1		Target
The implementation of a consistent whole school approach to Numeracy and Mathematics, resulting in raised attainment, through increased ability in core numeracy skills, mental agility and the application of knowledge to real life contexts. (Year 1 of 3)		<ul style="list-style-type: none"> Professional learning opportunities for staff in understanding core numeracy. To develop and implement a new progression of skills framework to ensure consistency throughout the school. To develop and administer meaningful and effective assessments in Numeracy and Mathematics. Identify children in need of support/challenge and implement effective interventions. Incorporate SEAL approaches into planning and practice Raise attainment in Numeracy across all levels through increased ability in Numeracy skills. To develop a shared understanding of the Numeracy and Mathematics Benchmarks. To increase purposeful use of SIMD data to ensure equity for all.
Link to NIF Priorities and Drivers	Link to EDC NIF Implementation Plan	HIGIOS?4 Quality Indicators
Teacher Professionalism Assessment of children's progress School Improvement	Improvement in attainment in Numeracy Closing the attainment gap between most and least disadvantaged	1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement
Impact on Learners & Staff		
<ul style="list-style-type: none"> Teachers will be involved in ongoing moderation, professional dialogue around standards and Benchmarks, how well children are progressing and planning collegiately to ensure breadth, challenge and application. CLPL opportunities for staff – increased staff confidence in principles of developing pupils' mental agility. Clear links made between mental agility and counting skills. Quick recall of number patterns, making clear links with previous learning and the 4 processes. Clear sense of number with increased confidence in explaining how answers were reached. Carefully constructed Success Criteria and Learning Intentions will ensure connections are made in calculations. The development of number sense, expertise in calculations and connecting learning will promote understanding of relationships between the 4 operations. Revised L & T methods will ensure opportunities for exploration and reasoning of number. High quality questioning will promote further appreciation of the 4 operations. Effective use of consistent, subject related vocabulary. Methodologies will be consistent and shaped in line with evaluative data ensuring pace and challenge. There will be clear planning for progression using revised pathways. Parent workshops, revised homework procedures and improved confidence will ensure an understanding and shared responsibility of ALL. Summative and Formative Assessment results will be carefully tracked and recorded. Identified pupils, including those from SIMD 1-3 who are not attaining as expected, will continue to have further opportunities to develop their numeracy skills through the following interventions: <ol style="list-style-type: none"> Individual support using the Numeracy Box resource Maths Recovery intervention (CT Trained April 2017) Numeracy buddies 		



School Improvement Plan Westerton Primary 2018-2019



4. Small group numeracy support
5. Parent guidance/workshops
6. EST support

Measures of Success	Resource Requirements/Professional Development
<ul style="list-style-type: none"> Raised attainment levels in Numeracy across all levels, including those children identified as living in SIMD 1-3 Staff confident in using Benchmarks to assess achievement of a level Learners able to transfer Numeracy skills across all areas of the curriculum Learning conversations at all stages will show that our learners are confident in using their Numeracy skills Staff have an increased understanding of the progression of Numeracy skills Evidence of observed lessons Sampling of student's work within stages Collection of assessment data Record of professional dialogue Surveys and questionnaires used by pupils and staff to self-evaluate 	<ul style="list-style-type: none"> Additional SEAL training sessions for staff Number Talk resource and staff training Time (identified through collegiate calendar; personal professional development time and cover) Staff attending twilight courses to support L & T Time to support peer visits, work on assessments & professional dialogue opportunities Visits to other establishments to observe lessons and look at resources Peer observation opportunities Additional resources identified in order to ensure effective L & T Professional Reading

Action	Timescale	Resource	Responsibility	Progress update
Prepare Draft Maths Position Statement for Raising Attainment	Aug/Sept 2018	PEF Class cover costs (£204 per day)	SMT/Maths Champion	
Review Maths & Numeracy progressive planners for early and first level to; <ul style="list-style-type: none"> Incorporate Maths Recovery and SEAL approaches Include Numeracy and Maths benchmarks in planners 	Aug-Oct 2018	Collegiate Time PEF Class cover costs if required (£204 per day)	All staff	
Identify effective forms of summative assessments	Sept/ct 2018	Collegiate Time PEF Class cover costs if	All staff	



School Improvement Plan
Westerton Primary 2018-2019



		required (£204 per day)		
Staff to audit and organise current maths resources	Aug/Sept 2018	Collegiate Time	All staff	
Identify and acquire additional Maths resources	Oct/Nov 2018	Collegiate Time PEF Resources as identified	All staff	
Analyse all assessment data in Numeracy.	Aug 2018/Jan 2019/Apr 2019	Collegiate Time	HT/DHT	
Share Numeracy data with class teachers	Aug 2018/Jan 2019/Apr 2019	PEF Class cover costs (£204 per day) for in-depth tracking meetings	HT/DHT/CT	
Identify learners who require support/challenge and ensure effective interventions	Ongoing throughout the session	PEF Class cover costs (£204 per day) & any additional resources required (£TBC), SLA (0.5fte) (£5000approx)	HT/DHT/CT	
Identify and acquire necessary resources in order to meet the needs of all learners	Oct/Nov 2018	PEF Purchase of required resources (£TBC)	HT/DHT/CT	
Engage with Pamela Di Nardo (QIO)	Ongoing throughout the session	Advice, training, resources	HT	
CLPL – Staff to attend twilight courses on Numeracy (incl. SEAL)	Ongoing throughout session	Collegiate Time	Class Teachers	
Courses/training for Maths Champion	Ongoing	PEF Class cover costs (£204	Mrs Henderson	



School Improvement Plan
Westerton Primary 2018-2019



	throughout session	per day)		
Moderation of Benchmarks termly throughout the session	Sept 2018/Jan 2019/Apr 2019	Collegiate Time	Class Teachers	
Parental Engagement - Parents/Carers invited in to class to observe maths activities within the class	Ongoing throughout session		All staff	
Problem Solving Club for learners and parents	Ongoing throughout session	PEF Additional Resources (£TBC)	DHT	
Implement any changes to teaching and learning and assessment as a result of quality assurance and moderation	Ongoing throughout session	Related development work/Collegiate sessions	SMT/CT	
Transition - reflect upon attainment and progress of all learners over the year – analysis of data	June 2019	Related development work/Collegiate sessions	SMT/CT	
Finalise Position Paper as approved strategy and create next steps	June 2019	Related development work/Collegiate sessions	All staff	



School Improvement Plan Westerton Primary 2018-2019



Improvement Priority 2		Target	
To improve Reading skills of all our pupils enabling them to achieve the appropriate levels at all stages. (Year 2 of 3)		<ul style="list-style-type: none">To increase the range and types of fiction and non-fiction texts at all stages.To develop a consistent and progressive approach to the teaching of reading skillsTo raise attainment in reading at all levelsTo develop a culture of a love of and enthusiasm for reading throughout the schoolTo develop a shared understanding of the Reading Benchmarks.To increase purposeful use of SIMD data to ensure equity for all.	
Link to NIF Priorities and Drivers	Link to EDC NIF Implementation Plan	HIGIOS?4 Quality Indicators	
Teacher Professionalism Assessment of children’s progress School Improvement	Improvement in attainment in Literacy Closing the attainment gap between most and least disadvantaged	1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	
Impact on Learners & Staff			
Staff will: <ul style="list-style-type: none">Engage in ongoing moderation, discussing standards and Benchmarks, how well children are progressing and planning collegiately to ensure breadth, challenge and application, to ensure judgements are consistent across the school.Collect and manage individual data.Track progress using targeted assessment tasks – summative, holistic.Agree and action strategies for working with pupils who identify as making exceptional or limited progress.Ensure regular communication and feedback to everyone involved.Plan and implement reading approaches/strategies across the curriculum.Ensure ongoing Assessment is for Learning .Identify pupils, including those from SIMD 1-3 who are not attaining as expected, and ensure they have further opportunities to develop their reading skills through the following interventions:<ol style="list-style-type: none">Additional reading opportunities using Rainbow ReadingPaired reading opportunitiesSmall group literacy support at all stagesParent guidance/workshopsEST support			
Learners will: <ul style="list-style-type: none">Develop a progressive range of reading strategies and skills across all levels.Transfer reading skills across all areas of the curriculum.Develop a love and enthusiasm for reading.Celebrate achievements in reading through a progressive scale of skills.Use reading criteria to assess and identify next steps and ensure progression.			



School Improvement Plan Westerton Primary 2018-2019



- Use the principles of formative assessment to gauge own learning and achievement.
- Form an opinion on the level of their own achievements and that of their peers.

Measures of Success	Resource Requirements/Professional Development
<ul style="list-style-type: none"> • Raised attainment levels in Reading, including those children identified as living in SIMD 1-3 • Staff confident in using Benchmarks to assess achievement of a level • Learners able to transfer Reading skills across all areas of the curriculum • Learning conversations will show that our learners are more engaged and aware of reading genres • Staff have an increased understanding of the progression of Reading strategies • Surveys and questionnaires used by pupils and staff to self-evaluate 	<ul style="list-style-type: none"> • Purchase of additional reading resources. • Time (identified through collegiate calendar; personal professional development time and cover) • Visits to other establishments to observe lessons and look at resources • Additional resources to ensure the effective implementation of the Rainbow Reading resource • Resources required to establish a functional and inviting reading room • Peer observation opportunities • Professional Reading • Collaborative Enquiry opportunities

Action	Timescale	Resource	Responsibility	Progress update
Analyse all assessment data in Reading.	Aug 2018/Jan 2019/Apr 2019	Collegiate Time	HT/DHT	
Share Reading data with class teachers	Aug 2018/Jan 2019/Apr 2019	PEF Class cover costs (£204 per day) for in-depth tracking meetings	HT/DHT/CT	
Identify learners who require support/challenge and ensure effective interventions	Ongoing throughout the session	PEF Class cover costs (£204 per day) & any additional resources required (£TBC), SLA (0.5fte) (£5000approx)	HT/DHT/CT	
QAMSO Training	Ongoing throughout session	Training	HT	



School Improvement Plan
Westerton Primary 2018-2019



Literacy Champions	Ongoing throughout session	Training Collegiate Time	DHT/Mrs Douglas	
Contact to be made with Angela Glover (NLC) re Active Literacy Programme/Training	Aug 2018	PEF Class cover costs (£204 per day) & NLC Training/Resources	HT	
Create and implement whole school skills progression Reading planners	Aug/Sept/Oct 2019	PEF Class cover costs (£204 per day) Collegiate Time	CT	
Continue work with Pamela Eadie (QIO) – staff training	Ongoing throughout session	Collegiate Time	HT/DHT/CT	
Staff to visit other establishments to research resources used	Sept/Oct 2018	PEF Class cover costs (£204 per day)	Class Teachers	
Staff visit to other establishments to observe Literacy lessons	Oct/Nov 2018	PEF Class cover costs (£204 per day)	Class Teachers	
CLPL – Staff to attend twilight courses on Literacy	Ongoing throughout session	Collegiate Time	Class Teachers	
Moderation of Benchmarks termly throughout the session	Sept 2018/Jan 2019/Apr 2019	Collegiate Time	Class Teachers	
Identify and acquire necessary resources	Oct/Nov 2018	PEF Purchase of group novels (£4000 approx)	HT/DHT/CT	
Implement learning, teaching and assessment approaches related to development of reading	Sept 2018 – June	Ongoing throughout	All staff/DHT/HT	



School Improvement Plan
Westerton Primary 2018-2019



skills – referencing with the reading benchmarks	2019			
Quality Assurance – Self-evaluation (HIGIOS4), SMT Observations, Questionnaires	Sept 2018 – Jun 2019	Quality Assurance Calendar PEF Class cover costs (£204 per day)	HT/DHT	
Implement any changes to teaching and learning and assessment as a result of moderation	Ongoing throughout	Related development work/Collegiate sessions	All staff	
Reflect on progress/attainment of learners over the year – analyse assessment data	By June 2019	Related development work/Collegiate sessions	All staff	
Create inviting Reading Room for learners	Sept 2019	PEF Resources (£500approx)	Mr Cahill/Mrs MacSween	
Provide Reading lunch time clubs	Ongoing throughout the session		HT/DHT/PT	
Parental Engagement – Meet the Teacher Evening/Parent workshops on Reading skills/Open afternoon	Ongoing throughout the session	Collegiate Time	All staff	
Finalise Position Paper as approved strategy and create next steps	June 2019	Related development work/Collegiate sessions	All staff	



School Improvement Plan Westerton Primary 2018-2019



Improvement Priority 3		Target
Embed an ethos of mutual respect, achievement and strengthened nurturing approaches throughout the school community. (Year 2 of 3)		<ul style="list-style-type: none"> To continue to embed a nurturing ethos within the school through a deeper knowledge and understanding of the Nurture Principles. Professional learning opportunities for staff in PATHS. To further develop the Growth Mindset culture with staff, parents and pupils. To incorporate The Rights of the Child into our HWB programme. Revise school vision, values and aims.
Link to NIF Priorities and Drivers	Link to EDC NIF Implementation Plan	HIGIOS?4 Quality Indicators
Teacher Professionalism School Improvement School Leadership	Improvement in children and young people's health and wellbeing Closing the attainment gap between most and least disadvantaged	1.2 Leadership of Learning 1.3 Leadership of Change 2.1 Safeguarding and Child Protection 2.7 Partnerships 3.1 Improving Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement
Impact on Learners & Staff		
<p>Learners will:</p> <ul style="list-style-type: none"> Benefit from the increased staff pedagogy and practice in principle of nurture Learn in a nurturing environment, maximising their opportunities to achieve Through the PATHS programme, become less impulsive and more thoughtful in their social interactions Become more familiar with effective language to explain their emotional feelings Engage fully in learning, working in a positive ethos for learning Build confidence through a developed sense of self-worth Be supported in the development of resilience Explore and recognise their own potential Benefit from parents actively and meaningfully engaging in their learning and the life of the school Be supported within their family to engage in opportunities for personal achievement Receive targeted support relating to their specific circumstances Be actively involved with parents/carers to plan transitions and support continuity in learning Be active participants in discussions and decisions which may affect their lives Have improved attainment and achievement through effective strategies in place to support and celebrate diversity. <p>The development of a Growth Mindset ethos will raise our children's' expectations of themselves and their capacity to improve, increase their self-belief by grasping opportunities, learn to manage their emotions and overcome peer pressures and increase their self-belief by grasping opportunities.</p> <p>Our Values, Vision and Aims will create a positive ethos within our school community.</p>		



School Improvement Plan Westerton Primary 2018-2019



Embedding the Rights of the Child within our HWB programme will ensure:

- Pupils develop a long-term commitment to values such as social justice and inclusion
- There is a reduction in bullying and discriminatory behaviour among children
- Pupils enjoy and feel safe at school
- Pupils feel included and valued
- Pupils' wellbeing and emotional resilience is improved
- Pupils' engagement in the school and their own learning is improved
- Pupils' attainment is improved, and the attainment gap between disadvantaged and non-disadvantaged pupils is narrowed.

Measures of Success		Resource Requirements/Professional Development		
<ul style="list-style-type: none"> Staff track their professional development using CPD Manager and GTCS professional update tools. Improved staff confidence of the nurture principles and how to implement them within their class. Staff have participated in PATHS training and have an understanding of how this can be used to moderate behaviour within the school setting. Staff have a knowledge and understanding of instilling a growth mindset culture in children and the affect that this has on them. Parental participation and feedback in relation to the introduction of these new initiatives. Surveys and questionnaires used with staff, pupils and parents to self-evaluate. 		<ul style="list-style-type: none"> Nurture training sessions for identified staff. PATHS training for identified staff. Time (identified through collegiate calendar; personal professional development time and cover). Visits to other establishments to observe nurture input, PATHS & RRS. Whole School staff training on Growth Mindset. Professional reading. 		
Action	Timescale	Resource	Responsibility	Progress update
All staff participate in Self-evaluation of Nurturing approaches within the school using the stated document	Sept 2018	Applying Nurture as a Whole School Approach – A Framework to support the Self-Evaluation of Nurturing Approaches Document	SMT/All staff	
Analyse results of self-evaluation	Oct 2018	PEF Class cover costs (£204 per day)	SMT/Nurture Champion	
Nurture Principles discussed and a consistent approach throughout the school agreed on	Nov 2018	Collegiate Time	SMT/All staff	



School Improvement Plan
Westerton Primary 2018-2019



Using self-evaluation results as a basis, provide twilight training for staff	Jan 2018	Collegiate Time	Ed. Psych	
Assemblies throughout the year with a focus on nurture, respect, growth mindset and school values – develop whole school ethos	Sept 2018 – Jun 2019	PEF Resources as identified/required	SMT	
PAThS training events and meetings for PAThS Champion	Sept 2018 – May 2019	PEF Class cover costs (£204 per day)	PAThS Champion	
Raising awareness - Information from training events cascaded to all staff by PAThS Champion	Sept 2018 – May 2019	Collegiate Time PEF Resources as identified	SMT/All staff	
Familiarisation of PAThS materials by all staff	Oct/Nov 2018	Collegiate Time	All staff	
PAThS lessons implemented at agreed stages	Nov 2018 – May 2019	Classroom Planning	CTs	
Present parent workshop on PAThS strategies	April 2019	Related development work/Collegiate sessions	SMT/All staff	
Evaluation of resource	May 2019	Related development work/Collegiate sessions	SMT/All staff	
Staff CPD on Growth Mindset delivered by Live-n-Learn	Oct/Nov 2018	PEF Live-n-Learn 45 minute staff workshop (£125)	Live-n-Learn/SMT/All staff	
Parent seminar on Growth Mindset delivered by Live-n-Learn	Oct/Nov 2018	PEF Live-n-Learn 60 minute parent workshop (£195)		
Whole school assembly to Growth Mindset by Live-n-Learn	Oct/Nov 2018	PEF Live-n-Learn 30 minute assembly P1-P7 (£595)	Live-n-Learn/SMT/All staff	



School Improvement Plan Westerton Primary 2018-2019



		package)		
Growth Mindset Workshops will be delivered for P5-P7	Nov/Dec 2018	PEF Live-n-Learn 60 minute workshops P5-P7 (£595 package)	Live-n-Learn/SMT/P5-P7 staff	
Follow on lessons delivered by staff at all stages	Jan-May 2019	Classroom Planning	All staff	
Growth Mindset Assemblies with children at all stages throughout the session	Jan-May 2019		SMT	
Evaluation of implementation and next steps decided	May-June 2019	Related development work/Collegiate sessions	SMT/All staff	
Rights of the Child incorporated into HWB planner	Aug/Sept 2018	Related development work/Collegiate sessions	Designated Staff	
Information/ lessons discussed with staff to ensure a consistent whole school approach	Sept 2018	Related development work/Collegiate sessions	All staff	
Revise 'Promoting Positive Behaviour ' Policy to include the values and ethos of Nurture, PThS, Growth Mindset and RRS.	May/June 2019	Collegiate Time	SMT	
Self evaluation exercise involving all stakeholders to revisit and revise school vision, value and aims	May/June 2019	Related development work/Collegiate sessions	SMT/All staff/pupils/parent	



School Improvement Plan Westerton Primary 2018-2019



Over this session we will take forward each of these aspects in the following way:

Curriculum for Excellence	Our school will continue to develop planning, assessment and moderation strategies that promote a learning environment which engages children's thinking and problem solving skills with CfE Design Principles at the centre. We will continue to embed the use of formative assessment strategies in our practice and enhance the use of Blooms Taxonomy as a framework to implement a whole school approach to skills development across the curriculum.
Health Promotion	We will continue to provide two hours of quality P.E. sessions each week, actively promote healthy eating and continue to offer a wide range of after school clubs, in partnership with our Active Schools Coordinator. We will be applying for Sports Scotland Gold Award this session. The Getting It Right For Every Child Principles will continue to underpin all referrals for additional support and shape the meeting of our pupils' needs. SHANARRI indicators will be used as a focus for our weekly assemblies, as will our school values. Growth Mindsets and the key principles associated will form a key part of encouraging our pupils to take a proactive role in their learning.
Promotion of Equalities	The school will continue to provide opportunities for all pupils to participate in activities across the curriculum. Assemblies will be used to promote diversity, fairness, respect and a sense of responsibility and caring in our children. After school clubs/activities will be accessible to all pupils. Opportunities for children to showcase their achievements and celebrate individually will be provided through the school session. Through our Pupil Equity Funding we will ensure equity for all our children in order to raise attainment.

Taking forward the *Key Drivers for Improvement* of the *National Improvement Framework* in 2018/19

NIF Key Driver for Improvement	Summary of how we will take this area forward	Supporting Quality Indicators from HIGIOS?4
School Leadership	Westerton Primary will foster and facilitates leadership at all levels. Class teachers will continue to be empowered and given the freedom to be reflective, innovative, flexible and responsive practitioners, ensuring the highest quality of learning and teaching across the school. All staff will be offered authentic opportunities to take on leadership roles within the school and will be provided with appropriate support and resources to carry out their responsibilities. Staff will continue to be part of self-evaluation, monitoring and quality assurance. The Head Teacher will participate in the EDC Aspiring Leadership Programme this session, as well as continue with the Excellence in Headship Programme facilitated by the Scottish College for Educational Leadership.	1.3 Leadership of change 1.2 Leadership of learning
Teacher Professionalism	The school will continue to use the 'How Good is our School?' document to inspire and support the highest professional standards for Westerton staff. High quality development meetings will continue to provide a forum for professional dialogue and continued improvements in line with the School Improvement Plan. This session we will revisit formative assessment strategies through the Assessment is for Learning resource	2.3 Learning, teaching and assessment



School Improvement Plan Westerton Primary 2018-2019



	and higher order thinking skills.	
Parental Engagement	Westerton Primary will consult with parents to develop and offer a range of relevant parent workshops, increasing the range and frequency of opportunities for parents to be involved in the life and work of the school. There will be a number of opportunities offered to parents this session to come into the school and work alongside their children in the areas of Literacy and Numeracy. The Parent Council will play a central role in driving forward improvement.	2.5 Family learning 2.7 Partnerships
Assessment of Children's Progress	Class teachers will continue to gather a range of robust evidence on children's progress, including ongoing classwork and standardised assessments. Class teachers and the SMT will monitor and track the attainment of pupils on an ongoing basis and intervene promptly to ensure the attainment gap narrows over time. In-depth tracking meetings between class teachers and SMT will continue to take place every term. Detailed data confirming our poverty related attainment gap will be analysed and used effectively to ensure the gap is narrowing over time.	2.3 Learning, teaching and assessment 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning
School Improvement	We will continue to evaluate learning, teaching and assessment and the quality of what goes on in classrooms. A robust quality assurance calendar will continue throughout the session. Self-evaluation will continue to be a high priority this session with opportunities for staff to gain a working knowledge of 'How Good is our School?4'. All staff will be involved in the School Improvement priorities with a particular focus on high quality programmes of work to ensure progression and consistency across all stages/levels. Again this session, the children will be involved in creating a child-friendly version of the School Improvement Plan and this will be looked at on a regular basis through whole school assemblies.	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 1.1 Self-evaluation for self-improvement 2.2 Curriculum 3.3 Increasing creativity and employability 2.4 Personalised support 2.6 Transitions
Performance Information	We will gather a balanced range of measures to monitor, evaluate and gauge the school's performance. This will draw on evidence from each of the above drivers and will include careful analysis of data on pupils' progress and attainment.	1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement