



School Improvement Plan Westerton Primary 2019-2020



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



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

No	Improvement Priority	Target
1	Increase attainment in Literacy with a focus on a whole school approach to writing (Year 1 of 3) and continuation of the development of reading skills across all levels. (Year 3 of 3)	<ul style="list-style-type: none">• Raise attainment in reading and writing at all levels• Consistent approach to writing across the school in terms of genre writing and tools for writing• Staff have an understanding and knowledge of genres and the specific targets related to each• Familiarisation of the writing Benchmarks through ongoing moderation• Writing assessment criteria to be agreed and matched to CfE guidelines/Benchmarks• Progressive grammar framework to be implemented• Collaborative Enquiry undertaken by teaching staff on an aspect of Literacy• Formulation of a school "Literacy Strategy" to raise attainment.• Ensure a consistent approach to the teaching of reading strategies through the effective use of novels and non-fiction resources
2	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 2 of 3)	<ul style="list-style-type: none">• Raise attainment over time in Numeracy across all levels.• Professional learning opportunities for staff in understanding core numeracy to ensure sustainability.• Collaborative Practitioner Enquiry undertaken by teaching staff on the impact of videos to inform parents of numeracy strategies used.• To implement and evaluate the new progression of skills framework to ensure consistency throughout the school.• To continue to develop and administer meaningful and effective assessments in Numeracy and Mathematics.• Data gathered to be analysed effectively through tracking meetings to ensure appropriate and timely interventions for support and challenge.• To continue to develop a shared understanding of the Numeracy and Mathematics Benchmarks.• To continue to increase purposeful use of SIMD data to ensure equity for all.
3	Embed a nurturing ethos and a climate of mutual respect & achievement throughout the school community. (Year 3 of 3)	<ul style="list-style-type: none">• To continue to embed a nurturing ethos within the school.• Undertake accreditation through Nurture UK (over 2 years).• Professional learning opportunities for staff in PATHS (teacher led).• Revisit the Growth Mindset language.• Evaluate and modify our HWB programme to ensure balance of all aspects including The Rights of the Child.• Staff to increase knowledge and understanding of 'The Five Pillars of Pivotal Practice' through professional reading (When the Adults Change, Everything Changes by Paul Dix).• Revise school vision, values and aims.



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Improvement Priority 1		Target
Increase attainment in Literacy with a focus on a whole school approach to writing (Year 1 of 3) and continuation of the development of reading skills across all levels. (Year 3 of 3)		<ul style="list-style-type: none"> • Raise attainment in reading and writing at all levels • Consistent approach to writing across the school in terms of genre writing and tools for writing • Staff have an understanding and knowledge of genres and the specific targets related to each • Familiarisation of the writing Benchmarks through ongoing moderation • Writing assessment criteria to be agreed and matched to CfE guidelines/Benchmarks • Progressive grammar framework to be implemented • Collaborative Practitioner Enquiry undertaken by teaching staff on an aspect of Literacy • Formulation of a school "Literacy Strategy" to raise attainment. • Ensure a consistent approach to the teaching of reading strategies through the effective use of novels and non-fiction resources
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"> • Increase attainment in Reading and Writing across all levels • 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 writing genres/tools & reading strategies • Clear links made between grammar, reading and writing • Carefully constructed Learning Intentions and the co-construction of Success Criteria • Increased understanding of the pedagogy around writing • Development of questioning skills to encourage learners to think critically and promote higher order thinking skills • 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 • Parental engagement opportunities, 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 literacy skills through the following interventions: <ol style="list-style-type: none"> 1. Individual support 2. Class support during weekly writing session 3. Paired Reading opportunities 		



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4. Small group Literacy support
5. Rainbow Reading
6. Reading Wise
7. Nessy
8. Fresh Start (P5-7)
9. EST support

Measures of Success	Resource Requirements/Professional Development
<ul style="list-style-type: none"> Raised attainment levels in Reading and Writing across all levels, including those children identified as living in SIMD 1-3 Staff confident in using Benchmarks to assess achievement of a level Staff will have deeper understanding of impact of an initiative on attainment through undertaking collaborative enquiry SNSA results will show an improvement, particularly at the P4 stage Learners able to transfer Literacy skills across all areas of the curriculum Learning conversations at all stages will show that our learners are confident in using their Reading and Writing skills Staff have an increased understanding of the progression of Reading and Writing skills Evidence of observed lessons – SLT and peer Sampling of learner's work within stages Collection of assessment data Record of professional dialogue Surveys and questionnaires used by parents, pupils and staff to self-evaluate 	<ul style="list-style-type: none"> 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 Peer observation opportunities Additional resources identified in order to ensure effective L & T Professional Reading Talk for Writing scoping course

Action	Timescale	Resource	Responsibility	Progress update
<u>WRITING</u> Audit strategies/resources being used to teach writing at all stages	Aug/Sept 2019	Collegiate Time	Writing Working Group	
Questionnaire to staff to gauge confidence levels on the teaching of writing	Sept/Oct 2019	Collegiate Time	Writing Working Group	
Analyse questionnaire results and use data to inform next steps	Oct/Nov 2019	Collegiate Time	SLT & Writing Working Group	
Collaborative Enquiry to be undertaken by	Dec 2019-March	Collegiate Time	Writing Working	



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working party	2020		Group	
Member of working party to attend scoping course on Talk for Writing and feedback findings	Sept 2019	Collegiate Time PEF Class cover costs if required (£260 per day)	PT	
Look at a variety of writing approaches with a focus on genre writing	Ongoing throughout session	Collegiate Time PEF Class cover costs if required (£260 per day)	Writing Working Group	
Identify and agree upon specific genre targets, in line with the writing Benchmarks, in order to assess writing	Ongoing throughout session	Collegiate Time	SLT & Writing Working Group	
Identify and agree upon core targets that should be evident in all pieces of writing	Ongoing throughout session	Collegiate Time	SLT & Writing Working Group	
Amend writing planners as required to match genres to be taught	Ongoing throughout session	Collegiate Time	Writing Working Group	
The structure of writing lessons to be agreed on and shared with all staff	Ongoing throughout session	Collegiate Time	Writing Working Group	
All staff to be provided with training in order to implement resources created and ensure continuity and progression	Ongoing throughout session	Collegiate Time PEF Class cover costs if required (£260 per day)	SLT & All staff	
Training opportunities for SLA/CA assistant training in supporting writing	Ongoing		SLT (EDC)	



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Creation of a bank of model genres at each level to be created and used for moderation purposes	Ongoing throughout session	Collegiate Time	All staff	
Create assessment calendar for writing to ensure robust monitoring and tracking	May/June 2020	Collegiate Time	SLT & Writing Working Group	
P7 & P7/6 teachers to work with English Department at Bocclair Academy on writing expectations, with a particular focus on Persuasive writing.	Ongoing throughout session	Collegiate Time PEF Class cover costs if required (£260 per day)	D Campbell & H Moore	
Feedback to be given to staff as work progresses with Bocclair Academy	Ongoing throughout session	Collegiate Time	D Campbell & H Moore	
All staff participate in peer observations of writing lessons to share good practice and expertise	March 2020	Collegiate Time	All Staff	
Self-evaluation activities including HGIOS 4 audits – 2.3 and 3.2, class visits, monitoring of learners' work, feedback from parents through parental questionnaire, surveys and assessment information from learner observation and interaction	Ongoing throughout session	Collegiate Time	SLT & All staff	
Outcomes from self-evaluation activities to evaluate the impact on learners, share ideas / strategies and also to reflect on changes that may be required	Ongoing throughout session	Collegiate Time	SLT & All Staff	
Reflect upon attainment and progress of learners over the year – analysis of data	Ongoing throughout session	Collegiate Time	SLT & All Staff	



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Writing Strategy paper to be prepared and shared with staff	May/June 2020	Collegiate Time PEF Class cover costs if required (£260 per day)	SLT & Writing Working Group	
Reading Questionnaire to staff to gauge confidence in the teaching of reading, using data gathered to inform next steps	Sept/Oct 2019	Collegiate Time	SLT & Reading Working Group	
Identify and agree upon reading strategies to focus on, in line with the reading Benchmarks	Oct/Nov 2019	Collegiate Time	SLT & Reading Working Group	
Collaborative Practitioner Enquiry – impact of a 4 day Reading Programme	Dec 2019–March 2020	Collegiate Time	Reading Working Group	
Agree on a 4 day reading programme – structure/expectations	April/May 2020	Collegiate Time	SLT & Reading Working Group	
Look at a variety of grammar resources, appropriate for P4-7	Ongoing throughout session	Collegiate Time PEF Class cover costs if required (£260 per day)	Reading Working Group	
Identify and agree upon a progressive grammar framework that ensures progression from Jolly Grammar (P1-3)	Ongoing throughout session	Collegiate Time	Reading Working Group	
Implement and adapt grammar framework as required	Ongoing throughout session	Collegiate Time	SLT & Reading Working Group	
Reflect upon attainment and progress of learners over the year – analysis of data	Ongoing through Tracking Meetings – Sept 2019, Jan	Collegiate Time	SLT & All staff	



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	2020 & April 2020			
Reading Strategy paper to be prepared and shared with staff	May/June 2020	Collegiate Time	Reading Working Group	

Amount allocated from Pupil Equity Fund		£18115
Staffing (Specify the post and exact costs)	Class Cover costs over all areas of priority (17 x £260) = £4420 SLA support (0.5FTE) = £8500	
Other	Additional resources required approx. £3000 (exact costings unknown until appropriate resources agreed) Increase stock of Phonic Book reading intervention resource £3000, Talk for Writing Course - £195	
Professional Learning Staff development of secure understanding of genre writing, including genre specific targets, to ensure a consistent and progressive approach to writing across all levels. Delivery of effective structured reading sessions.		

Improvement Priority 2	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 2 of 3)	<ul style="list-style-type: none"> • Raise attainment over time in Numeracy across all levels. • Professional learning opportunities for staff in understanding core numeracy to ensure sustainability. • Collaborative Practitioner Enquiry undertaken by teaching staff on the impact of videos to inform parents of numeracy strategies used. • To implement and evaluate the new progression of skills framework to ensure consistency throughout the school. • To continue to develop and administer meaningful and effective assessments in Numeracy and Mathematics. • Data gathered to be analysed effectively through tracking meetings to ensure appropriate and timely interventions for support and challenge. • To continue to develop a shared understanding of the Numeracy and Mathematics Benchmarks. • To continue to increase purposeful use of SIMD data to ensure equity for all.



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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 continue to be involved in ongoing moderation, professional dialogue around standards and Benchmarks, how well children are progressing and planning collegially 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. Continue with planning for progression using revised pathways, evaluated and modified as appropriate. Summative and Formative Assessment results will be carefully tracked and recorded. Development of pupil led strategy video clips to inform parental understanding of numeracy pedagogy. Identified pupils, including those from SIMD 1-3 who are not attaining as expected or attaining beyond, 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 Small group numeracy support Parent guidance/workshops EST support Challenge Group HOTs 		
Measures of Success		Resource Requirements/Professional Development
<ul style="list-style-type: none"> Raised attainment levels over time 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 Staff confident in analysing data to confirm professional judgement Learners are able to transfer Numeracy skills across all areas of the curriculum, ensuring an awareness of skills for learning, life and work 		<ul style="list-style-type: none"> 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



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<ul style="list-style-type: none"> • Learning conversations at all stages will show that our learners are increasing in confidence 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"> • Peer observation opportunities • Additional resources identified in order to ensure effective L & T • Professional Reading
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Action	Timescale	Resource	Responsibility	Progress update
Prepare Draft Maths Position Statement for Raising Attainment	Sept/Oct 2019	PEF Class cover costs (£260 per day)	SLT/Maths working group	
Review Maths & Numeracy progressive planners; <ul style="list-style-type: none"> • Incorporate bank of resources • Learning at home information sheets 	Oct/Nov 2019	Collegiate Time PEF Class cover costs if required (£260 per day)	Maths Working Group	
Continue to create effective forms of summative assessments, evaluate and amend those already created.	Ongoing	Collegiate Time PEF Class cover costs if required (£260 per day)	All staff	
Staff to organise current maths resources and identify additional resources required.	Ongoing	Collegiate Time	Maths Working Group	
Analyse all assessment data in Numeracy.	Tracking meetings Sept 2019, Jan 2020 & April 2020 SLT Tracking	Collegiate Time	SLT & class teachers	



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	meetings.			
Identify learners who require support/challenge and ensure effective interventions	Ongoing throughout the session	PEF Class cover costs (£260 per day) & any additional resources required (£TBC), SLA (0.5fte) (£8000approx)	SLT/CT	
Identify and acquire necessary resources in order to meet the needs of all learners	Ongoing	PEF Purchase of required resources (£TBC)	SLT/CT	
Engage with (QIO) responsible for Numeracy	Ongoing throughout the session	Advice, training, resources	HT	
CLPL – Staff to attend twilight courses on Numeracy	Ongoing throughout session	Collegiate Time	Class Teachers	
Courses/training for Maths Champion	Ongoing throughout session	PEF Class cover costs (£260 per day)	Mrs Henderson	
Moderation of Benchmarks termly throughout the session	Additional In-service days	Collegiate Time	Class Teachers	
Parental Engagement - Parents/Carers invited in to class to participate in maths activities within the class	Ongoing throughout session	Within School Day	All staff	
Problem Solving Club for learners and parents	May/June 2020	PEF Additional Resources (£TBC)	DHT	
Collaborative Enquiry on impact of - videos for parents on areas in maths that have been	Ongoing throughout session	Collegiate Time	Maths Working Group	



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identified through survey as needing further explanations				
Creation of videos to inform parents of effective numeracy strategies	Dec 2019-March 2020	Collegiate Time	Maths Working Group	
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	SLT/CT	
Transition - reflect upon attainment and progress of all learners over the year – analysis of data	June 2020	Related development work/Collegiate sessions	SLT/CT	
Finalise Position Paper as approved strategy and create next steps	June 2020	Related development work/Collegiate sessions	All staff	

Amount allocated from Pupil Equity Fund		£5340
Staffing (Specify the post and exact costs)	Class Cover costs over all areas of priority (9 x £260) = £2340 SLA support (0.5FTE) = £8500	
Other	Resources as required – research to be carried out before costings can be calculated (approx. £3000)	
Professional Learning Consistent and progressive approach to the teaching of maths/numeracy skills.		

Improvement Priority 3	Target
Embed a nurturing ethos and a climate of mutual respect & achievement throughout the school community. (Year 3 of 3)	<ul style="list-style-type: none"> To continue to embed a nurturing ethos within the school. Undertake accreditation through Nurture UK (over 2 years). Professional learning opportunities for staff in PATHS (teacher led). Revisit the Growth Mindset language. Evaluate and modify our HWB programme to ensure balance of all aspects including The Rights of the Child. Staff to increase knowledge and understanding of 'The Five Pillars of Pivotal Practice' through professional reading (When the Adults Change, Everything Changes by Paul Dix).



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		<ul style="list-style-type: none"> 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		
Learners will: <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 (emotional and social wellbeing), involving partnership working where appropriate 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 Be provided with a framework of life skills opportunities to encourage wider achievement, ensuring equity for all Be active participants in the creation of our revised VVA, giving them ownership. 		
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. Whole school culture built around Pivotal Behaviour Training Parental participation and feedback in relation to the introduction of these new initiatives. 		<ul style="list-style-type: none"> Nurture UK training sessions for identified staff. PATHS training for identified staff. Time (identified through collegiate calendar; personal professional development time and cover). Further Whole School staff training on Pivotal Behaviour Training Professional reading (When the Adults Change, Everything Changes by Paul Dix).



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<ul style="list-style-type: none"> Surveys and questionnaires used with staff, pupils and parents to self-evaluate. 				
Action	Timescale	Resource	Responsibility	Progress update
DHT and 1 staff member undertake 2 Day Nurture UK course	Nov 2019	Nurture UK Class cover costs and cost of course (£260 x 2 + £960 = £1220)	SLT/Nurture Champion	
Carry out Nurture while school audit as part of Nurture UK	Dec 2019	PEF Class cover costs (£260 per day)	SLT/Nurture Champion	
Using self-evaluation results as a basis, provide twilight training for staff	Dec 2019	Collegiate Time	SLT/All staff	
Nurture Principles discussed and a consistent approach throughout the school agreed on	Dec 2019	Collegiate Time	Ed. Psych	
Assemblies throughout the year with a focus on nurture, respect, growth mindset and school values – develop whole school ethos	Ongoing throughout session		SMT	
PAThS training events and meetings for PAThS Champion	Ongoing throughout session	PEF Class cover costs (£260 per day)	PAThS Champion	
Raising awareness - Information from training events cascaded to all staff by PAThS Champion	Ongoing	Collegiate Time PEF Resources as identified (Costs unknown)	SLT/All staff	
Familiarisation of PAThS materials by all staff	Ongoing throughout session	Collegiate Time	All staff	
PAThS lessons implemented at agreed stages	Ongoing throughout session	Classroom Planning	CTs	



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Present parent workshop on PAtHs strategies	Sept 2019	Related development work/Collegiate sessions	SLT/All staff	
Evaluation of resource	May/June 2020	Related development work/Collegiate sessions	SLT/All staff	
Professional Reading on Nurture, Behaviour and strategies. Different groups of staff to read different books/ chapters. (When the adults change, everything changes- Paul Dix No such thing as a bad kid- Charlie Applestein)	Aug 2019	PEF Books for all staff to facilitate professional reading (£14 x 15 + £20 x 10=£410)	SLT/All staff	
Professional Learning Discussions to identify key strategies to trial and implement.	Oct 2019	Related development work/Collegiate sessions	SLT/All staff	
Trial agreed approaches (linked to EDC Including Every Learner document) in classes and monitor impact on number of incidents/ types of incidents across all stages.	Oct 2019	Related development work/Collegiate sessions	SLT/All staff	
Input delivered to parents on nurturing strategies and information gathered from parents on VVA & Positive Behaviour Policy.	Jan 2020		SLT/Ed. Psych.	
Self evaluation exercise involving all stakeholders to revisit and revise school vision, value and aims	Jan/Feb 2020	Related development work/Collegiate sessions	SLT/All staff/pupils/parent	
Gather all information/strategies/approaches in order to update Inclusive Positive Behaviour Policy.	March2020	Related development work/Collegiate sessions	SLT/Ed.Psych/All Staff	
Implement new policy.	April 2020		SLT/All Staff	
Evaluate and modify our HWB programme to ensure balance of all aspects including The Rights of the Child.	Ongoing throughout session	PEF Class cover costs (£260 per day)	Designated Staff	



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Amount allocated from Pupil Equity Fund		£4950
Staffing (Specify the post and exact costs)	Class Cover costs over all areas of priority (8 x £260) = £2080	
Other	Costs of professional reading = £410 Nurture UK Training = £960 Additional resources as required = £1500	
Professional Learning All staff will participate in professional reading and they will benefit from input from the school's Educational Psychologist		

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 2019/20

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 facilitate 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	1.3 Leadership of change 1.2 Leadership of learning



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	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 continue to participate in the Excellence in Headship Programme facilitated by the Scottish College for Educational Leadership, taking part in the Columba 1400 programme in October 2019.	
Teacher Professionalism	The school will continue to use the 'How Good is our School? 4' 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 and higher order thinking skills.	2.3 Learning, teaching and assessment
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 class work and standardised assessments. Class teachers and the SLT 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 SLT 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