

## **Improvement Planning Guidance for Schools and Centres 2021-22**

### **Developing a manageable, measureable annual improvement plan**

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs) including the impact of Covid-19;
- measurable outcomes which focus on learning, achievement and wellbeing;
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear links to CLPL and professional enquiry;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

The delivery of the improvement plan should be discussed and agreed with staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed. Schools should use the plan to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.

***A statement of the School / Establishment***  
**Vision, Values , Aims and Curriculum Rationale**

**OUR VISION**

Westerton Primary School provides a safe 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 – emotional, social, academic, physical and spiritual – 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**

Happiness  
Believe  
Achieve

**OUR EXPECTATIONS**

Be Ready  
Be Safe  
Be Respectful

	IMPROVEMENT PRIORITY	TARGETS
<b>1</b>	Raising attainment through high quality learning, teaching and assessment	<p>To participate in the West Partnership's Improving our Classroom; a whole school approach to improvement through a focus on highly effective teaching and learning and data informed targeted intervention at classroom level.</p> <p>To have a clear focus across the whole school on high quality self-evaluation at classroom level leading to improved learning and teaching, data informed targeted interventions, improved attainment and achievement with a continual focus on equity and excellence for all children and young people.</p>
<b>2</b>	Improvement in children's health and wellbeing	<p>To continue to enhance and maintain our nurturing environment.</p> <p>To continue to monitor and support children's mental health and wellbeing.</p> <p>To continue to develop skills for learning, life and work throughout all stages.</p>

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan		Overall Responsibility
1 Raising attainment through high quality learning, teaching and assessment	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people	<ul style="list-style-type: none"><li>School leadership.</li><li>Teacher professionalism.</li><li>Assessment of children's progress.</li><li>School improvement.</li><li>Performance information.</li></ul>	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged		HT DHT PT
		<ul style="list-style-type: none"><li></li></ul>			
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by ....) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Following of the West Partnership Whole School Improving our Classrooms Programme.  Monthly training for Improving our Classrooms Whole School Model Lead and HT – delivered by West Partnership IOC leads	Day 1 15 <sup>th</sup> June	30 Collegiate hours INSET Days 20 hrs Individual CLPL  Whole School SLT Journal (QA) Class Teacher Journal Pre and Post Webinar Discussions Recorded Webinars Discussion Forums Trios – collaborative discussions.	HT DHT PT	On-going reflection/discussion. Targets set and monitored. Quality Assurance calendar will provide a means of assessing progress.  Baseline assessments used in curricular area identified – reading/writing/ numeracy PIRA/ MALT	

				Class Observations – identifying aspects of highly effective practice.	
<b>Delivery of first three IOC Webinars</b> <i>1 - The refreshed curriculum narrative</i> <i>2 - Data informed self-evaluation at classroom level and evaluative writing</i> <i>3 - What are features of highly effective practice?</i>  <b>Delivery of at least 1 of the following 5 Webinars (</b> <ul style="list-style-type: none"> <li>• <i>Learning Intentions and Success Criteria</i></li> <li>• <i>Effective Questioning, Active Learning and Reviewing &amp; Connecting the Learning</i></li> <li>• <i>Feedback, Dialogue and Learning Conversations</i></li> <li>• <i>Differentiation and Effective Pace of Learning</i></li> <li>• <i>Metacognition</i></li> </ul> <b>Analysis of whole school data</b> through all 5 lenses to identify trends, patterns and any attainment gaps.	Term 1 Aug 21- Oct 21	West Partnership IOC training materials Staff Meeting/Curriculum Development Sessions - fortnightly	HT DHT PT	Pre and post webinar activities recorded in journals.  Professional discussions in trios.  Review after every session.  HT and DHT complete Whole school journal to record progress.	

<p><b>Data informed tracking meetings</b> with all staff completed by mid-September (Fact Story Action approach)</p> <ul style="list-style-type: none"> <li>• Class Analysis - Understanding the barriers to learning and 'The Gap' in our classroom</li> <li>• Analysis of baseline assessment - understanding the barriers to learning and 'The Gap' in identified curricular area</li> </ul> <p><b>SLT classroom observations</b> completed by mid-October Identified Feature(s) of Highly Effective Practice as focus for improvement (maximum 3)</p> <p><b>Teacher self-evaluation</b></p> <ul style="list-style-type: none"> <li>• Use audit tool for identified feature of highly effective practice</li> <li>• Reflection activity on teacher's own knowledge and behaviour to establish a baseline of teacher skills</li> </ul>				<p>Pupil audit - metacognition pupil knowledge and behaviour</p> <p>Teacher Audit –metacognition and self- regulated learning</p> <p>Tracking – Learning and Teaching meetings following Fact Story Action Approach</p>	
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<ul style="list-style-type: none"> <li>•Teachers carry out pupil audit with class to establish a baseline in relation to feature of highly effective practice</li> </ul> <p><b>Professional reading</b></p> <ul style="list-style-type: none"> <li>•Teachers engage with selected professional reading around identified feature(s) of highly effective practice.</li> <li>•Reflective questions to consider impact on teaching and learning.</li> </ul>					
<p><b>Delivery of 4 remaining Webinars</b></p> <ul style="list-style-type: none"> <li>• <i>Learning Intentions and Success Criteria</i></li> <li>• <i>Effective Questioning, Active Learning and Reviewing &amp; Connecting the Learning</i></li> <li>• <i>Feedback, Dialogue and Learning Conversations</i></li> <li>• <i>Differentiation and Effective Pace of Learning</i></li> <li>• <i>Metacognition</i></li> </ul> <p>The remaining 4 webinars should be delivered by the Christmas break.</p>	Term 2 Oct 21 – Dec 21		HT DHT PT	<p>Class observations</p> <p>TRIO discussions</p> <p>Pupil conversations</p>	
Identify focus group for intervention	Term 2			Baseline assessments	

<ul style="list-style-type: none"> <li>• Use of baseline assessment data for identified curricular area to formulate focus groups and identify challenges and barriers to learning to support teacher planning.</li> </ul> <p>Triangulation of evidence to establish a baseline</p> <ul style="list-style-type: none"> <li>• Quantitative Data</li> <li>• Qualitative Data – Observations</li> <li>• Qualitative Data - People's Views</li> </ul> <p>Professional Reading</p> <ul style="list-style-type: none"> <li>• Teachers engage with selected professional reading around feature of highly effective practice.</li> <li>• Reflection on effectiveness of strategies selected to support intervention to raise attainment in identified curricular area.</li> </ul>				Pupil views	
<p>Delivery of remaining highly effective practice webinars:</p> <ul style="list-style-type: none"> <li>• Learning Intentions and Success Criteria</li> <li>• Effective Questioning, Active Learning and Reviewing &amp; Connecting the Learning</li> <li>• Feedback, Dialogue and Learning Conversations</li> </ul>	Term 2		HT DHT PT	<p>Trio discussions</p> <p>Tracking meetings</p> <p>Class observations</p>	



<ul style="list-style-type: none"> <li>• Differentiation and Effective Pace of Learning</li> <li>• Metacognition</li> </ul> <p>Quality Assurance – SLT Learning Conversations</p>					
<p>Implementation of intervention to raise attainment for focus group</p> <p>Peer observations in Trios to take place</p> <p>Quality Assurance – jotter monitoring</p>	<p>Term 3 Jan 22 – Mar 22</p>		<p>HT DHT PT CTs</p>	<p>TRIO observations/ feedback/ discussion</p>	
<p>Triangulation of evidence to establish an exit assessment:</p> <ul style="list-style-type: none"> <li>• Repeat teacher audit – reflection activity on teacher knowledge and skills in identified feature of highly effective practice</li> <li>• Repeat pupil audit - reflection activity on pupil knowledge and skills in identified feature of highly effective practice</li> <li>• Repeat assessment for identified curricular area</li> <li>• Observations and learning conversations</li> </ul> <p>Conclusions &amp; Summary</p> <ul style="list-style-type: none"> <li>• Reflection activity to conclude using Fact, Story, Action</li> </ul>	<p>Term 4 Mar 22 – Jun 22</p>		<p>HT DHT PT CTs</p>	<p>Teacher Metacognition Audit Pupil Metacognition Audit Assessment information</p> <p>Tracking meetings</p>	

approach to evaluate and to plan for next steps in learning for targeted pupils. Quality Assurance – observations					
<b>Leadership and Parental and Learner Engagement Opportunities</b>					
<i>Whole school involvement in IOC. Class teachers responsible for developments and improvement in their class.</i> Learner views sought through audits during the year.					
<b>Resource Requirements</b>	<b>Costs</b> <i>Please see PEF funding – detailed breakdown on last page</i>			<b>Professional Learning</b>	
<b>West Partnership Training Whole School Improving our Classrooms Materials</b>	<b>Professional Reading Materials - £500 (approx.)</b> <b>Class Teacher Cover - £8619</b>			<b>Professional Reading</b> <b>Webinars – all provided by West Partnership</b>	

Improvement Priority	NIF Priority	NIF Drivers		EDC NIF Action Plan	Overall Responsibility
2 Improvement in children’s health and wellbeing	Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"><li>• School leadership.</li><li>• Teacher professionalism.</li><li>• Assessment of children's progress.</li><li>• School improvement.</li></ul>		Improvement in children and young people’s health and wellbeing Closing the attainment gap between most and least disadvantaged	HT DHT PT
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by ....) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Ensure a nurturing environment and ethos	Ongoing throughout the session	Nurture UK – ensure accreditation is achieved through continuing to embed the 6 Principles of Nurture with all stakeholders  Participate in WIGs Network Group  Continue to monitor the impact of the Behaviour Blueprint  Carry out professional reading - ‘Inside I’m	DHT   HT/DHT  SLT  All staff	Nurture UK accreditation – meeting all standards  Nurturing ethos apparent throughout whole school  Behaviour blueprint understood and adhered to  Robust and informative professional dialogue around professional reading to help foster a	

		<p>Hurting' by Louise Bomber as a whole staff</p> <p>HWB assemblies</p> <p>Improved Tracking Meetings with a specific HWB story focus</p>	<p>SLT/ Pupil Voice</p> <p>SLT</p>	<p>deeper understanding of pupils and attachment</p> <p>Increased understanding of areas of HWB – SHANARRI, 6 nurture principles, values, expectations</p> <p>Increased pupil involvement in leading assemblies</p> <p>Pupil HWB needs met through robust professional dialogue</p>	
<b>Track pupil wellbeing continuously using EDC HWB Tracker</b>	Ongoing throughout session	<p>Ensure all pupils have a deep understanding of the SHANARRI indicators</p> <p>Staff training in use of EDC tracker – monitor results and ensure appropriate interventions</p>	<p>DHT</p> <p>DHT Mrs Grant</p>	<p>Pupils that feel happy and safe</p> <p>EDC HWB Tracker result used effectively and timeously to ensure interventions meet pupil needs</p>	
<b>Continue to ensure all pupils' HWB needs are met and addressed timeously to inform interventions, which will ensure</b>	Ongoing throughout session	Increase the electronic use of Boxall	DHT	Detailed analysis of Boxalls results using the Beyond the Boxall strands	

<p><b>that pupils' mental health and wellbeing is assessed, targeted and monitored appropriately.</b></p>		<p>assessments across the whole school</p> <p>Continue to work collegiately with LifeLink, the EDC provided counselling service and monitor impact</p> <p>LIAM to be offered as and where appropriate</p> <p>Zones of regulation used across the school to deepen understanding of emotions and how to self-regulate</p>	<p>DHT</p> <p>DHT</p> <p>DHT Mrs Henderson Mrs Grant</p>	<p>effectively at class and individual level</p> <p>Improved self-esteem and self-regulation within pupils</p>	
<p><b>Support staff trained to support emotional literacy</b></p>	<p>Ongoing throughout session</p>	<p>Training from Ed Psych/ELSA?</p>	<p>DHT SLA</p>	<p>PDR Questionnaires Discussions with support staff and children Observations</p>	
<p><b>Continue to prioritise Staff Wellbeing using the EDC Wellbeing Policy and planned collegiate time designated to wellbeing</b></p>	<p>Ongoing throughout session</p>	<p>Regular staff check-in's</p> <p>Collegiate time set aside for mindfulness, yoga</p>	<p>SLT</p> <p>SLT</p>	<p>Improved staff mental and emotional wellbeing Staff that feel valued</p>	

<b>Ensure wider achievements are recorded and celebrated consistently across the school.</b>	Ongoing throughout session	Achievement Journals at all stages	PT	<p>Class Teachers monitor Achievement Journals regularly</p> <p>SLT learning conversations will include discussions around Achievement Journals</p> <p>Achievements celebrated through award ceremonies</p>	
<b>Long term and weekly targets set by all children to ensure greater ownership and responsibility for their own learning</b>	Ongoing throughout session	Achievement Journals	CT Pupils	<p>Completion of Achievement Journals – pupil's weekly evaluations</p> <p>SLT learning conversations will include discussions around Achievement Journals</p>	
<b>Continuation of Junior Duke Awards P4-P7</b>  <b>Children encouraged to progress through the levels</b>	Ongoing throughout session	Junior Duke Booklets P4-P7 Junior Duke Badges/Certificates	PT and R Michie	<p>Wall displays showing wider achievement and completed journals and Junior Duke Award booklets</p> <p>Monthly conversations with Junior Duke Assessors</p>	

				<p>Regular check-ins by class teachers on tasks</p> <p>Final assessment conversations with assessors</p> <p>Celebration of award with family members</p>	
<p><b>Introduction of the Mini Junior Duke Awards to P2 &amp; P3</b></p>	<p>Ongoing throughout session</p>	<p>Junior Duke Booklets P2-P3</p> <p>Junior Duke Badges/Certificates</p>	<p>PT and R Michie</p>	<p>Wall displays showing wider achievement and completed journals and Junior Duke Award booklets</p> <p>Monthly conversations with Junior Duke Assessors</p> <p>Regular check-ins by class teachers on tasks</p> <p>Final assessment conversations with assessors</p> <p>Celebration of award with family members</p>	

Leadership and Parental and Learner Engagement Opportunities		
Pupils taking responsibility for their own learning. Staff involved in Junior Duke assessments. Parental involvement in Junior Duke and Achievement Journals. Engagement with Nurture UK.		
Resource Requirements	Costs <i>Please see PEF funding – detailed breakdown on last page</i>	Professional Learning
Additional SLA (1FTE)	£17419	Professional Reading – ‘Inside I’m Hurting’, Louise Bomber Emotional Literacy Support Training for SLA Training for staff on Boxall Profiling



Pupil Equity Target	Objectives	Impact for Pupils in Deciles 1-3	Cost	Review - Evaluation
<b>Raising Attainment and reduce poverty related attainment gap.</b>	To release teacher to provide targeted support to identified pupils to address poverty related attainment gap.	Attainment in literacy and numeracy has improved.	£8,619 Additional teacher one day per week.	
	To improve reading of individuals.	Individuals using Nessy have an improved Reading Age. Improved confidence. Improved self-esteem. Improvement in attainment in literacy for individuals with a literacy difference using Toe-by-Toe resource	£447 Nessy licenses  £375 Toe-by-Toe	
	To improve tracking of numeracy skills at early, first and second level so that gaps can be addressed quickly.	Improved attainment in numeracy at early, first and second level.	£353 Teejay Maths Assessment	
	To enhance numeracy and literacy through the use of ICT	Improved attainment and confidence in numeracy and literacy	£3221 10 x Laptops	
<b>Improved mental health</b>	To provide effective emotional literacy support where required resulting in improved mental health	The children will have the strategies to enable them to sustain good mental health and reduce anxieties	£17,419 1 FTE SLA	
			Total PEF Spend – £30434	