

Framework for School Improvement Planning 2022/23

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Westerton Primary School
Head Teacher	Kate Turnbull
Link QIO	Vicky MacKenzie

School Statement: Vision, Values & Aims and Curriculum Rationale
http://www.westerton.e-dunbarton.sch.uk/school-info/vision-values-and-aims/
http://www.westerton.e-dunbarton.sch.uk/learning/curriculum/

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2022/23	2023/24	2024/25
Priority 1	Literacy – Writing	Literacy – Writing continued	Literacy
Priority 2	Literacy – Reading for enjoyment	Literacy – Reading continued	STEM/DYW
Priority 3	Junior Dukes (PEF priority)	UNCRC	Health and Wellbeing – RSHP

Section 2: Improvement Priority 1	
School/Establishment	Westerton Primary School
Improvement Priority 1	Writing – Raising attainment

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Person(s) Responsible	<p>David Campbell (PT)</p> <p>Supported by Kate Turnbull (HT), Deborah Hart (DHT- ASN and support for learning)</p> <p>Literacy Champions Jane MacLaren and Ros Michie will support development work</p> <p>Supported by play ambassador Elaine Henderson</p> <p>Supported by IOC teacher leaders Lori McNeill & Katie Taheny</p> <p>Collaborating with Parent Council and Parent Forum</p> <p>Collaborating with the Junior Leadership Team</p> <p>Collaborating with cluster schools</p> <p>Collaborating with Literacy QIO</p>
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NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
<p>Delete / copy as required</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p>Delete / copy as required</p> <p>curriculum and assessment school improvement performance information</p>	<p>Delete / copy as required</p> <p>QI 1.2 Leadership of Learning</p> <p>QI 2.3 Learning, Teaching & Assessment</p> <p>QI 2.2 Curriculum</p>	<p>Delete / copy as required</p> <p>Improvement in attainment in literacy</p> <p>Closing the attainment gap between the most and least disadvantaged</p>

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<p>Teaching staff who have taken literacy champion training will take leadership/support roles throughout this development.</p> <p>P1-3 teachers who have completed IOC / play to learn will take on support/ leadership roles.</p> <p>Pupils will be involved in providing feedback / suggestions for improvement/ gathering peer</p>	<p>Time – see collegiate calendar for SIP meetings / Inservice days/ personal professional development time.</p> <p>Cover costs for staff undertaking leadership responsibility requiring release from class.</p> <p>Additional resources for supporting learning in writing.</p> <p>PM Writing by Scholastic.</p>	<p>Consultation with parents to develop parental engagement strategy to support literacy learning within the home.</p> <p>Parental views sought regularly and feeding into improvement (eg Glow Forms).</p> <p>Parental opportunities to engage within genre related home learning tasks eg instructions/ recounts.</p>

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views eg Junior Leadership Team and use of HGIOURS.	First Steps in Writing etc. PowerPoints/ training materials Writing workshops. Teacher CLPL film / pupil workshops eg Teacher CLPL Sessions Screen Scotland Screening Shorts .	Seesaw - Information and learning showcased for families. Parent Council ongoing involvement in feeding back parent views at meetings, consultation on any updated programmes and resources. Twitter feed of learning related to writing.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Whole staff / teaching staff training sessions (Inservice / collegiate hours etc) relating to genres of writing. Practitioner enquiry projects using coaching approaches. Professional reading and research / viewing online materials. Moderation processes. Quality assurance processes. Reciprocal visit opportunities (peer visits). SMT / Class teacher observations and follow up professional discussions. Coaching opportunities.	Writing support for pupils affected by the PRAG (Small group/ individual teaching/ resources). Access to technology to support writing. Access to resources to support literacy differences and ASN. Access to writing materials to stimulate engagement for all eg Glow writers, stationery etc Access to a variety of film resources to enhance engagement. Film literacy and play pedagogy to improve motivation. Home learning support packs eg magnetic letters/ wipe boards etc	Teaching and learning resources to develop writing including; Scholastic PM Writing, Glow writer, personal writing jotter/ stationery items Digital technology – headphones with mics digital supports eg Immersive Reader and Dictate. Sumdog subscription including spelling and grammar to enhance tools for writing. Teacher cover - 5 days to release teachers for literacy development work. SLA additionality for writing support. Total £11,772 (PEF)

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
To improve teacher confidence and skill in the teaching of writing and to	Collaborative practitioner enquiry to evaluate and improve an aspect of literacy	Pre and post enquiry data - teacher questionnaire.	Enquiry refresher CLPL –August 16	

raise attainment for learners		Research and data informed interventions. Greater awareness of pedagogical approaches Impact of interventions evidenced through pupil improvements. Liaison with Ed Psych to support pedagogical approaches/ reading and research.	collegiate working - flex time Oct/ Dec Sharing event – May Inset	
	Review genres and agree which to focus on at SIP meeting. Identify key skills/ opportunities to teach the genre and identify possible resources.	Improved learning and teaching across writing genres as evidenced in pupils work. Consistency in moderation through use of West Partnership frameworks.	Sept –June 3 genre focused 4 week blocks Oct / Jan / Feb	
	Professional learning related to genres of writing.	Clear and consistent progression of skills for all pupils from early to second level through; development of writing planners, teaching approaches, observation of high quality teaching and quality assurance processes	CLPL Aug 15 Observations – Nov/Feb /May SIP– August 23 & Sept 15	

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	Model excellent writing lesson (focused piece of work with clear LI and SC/ quality feedback / differentiation / use of writing tickets).	Improved structure in writing lessons as observed through quality assurance process / class visits.	Observations Nov / Feb / May	
	Play ambassadors /IOC leads showcasing play to learn approaches for reading and writing across all areas of play e.g. instructions, lists.	Play to learn approaches/ contexts/ provocations in operation (P1-3). Staff blethers sharing good practice/ successes.	SIP Dec 1	
Improved teacher confidence in the assessment of writing	Whole school moderation of writing genres across all levels. Teachers share exemplars of achieving a level. Professional discussion and genre specific success criteria used to support this.	Folder of examples of levelled genres created for future reference. Teachers familiar with and able to apply genre specific success criteria to pupil's writing.	SIP Nov 15 Inset Feb 15 SIP April 20	
	Opportunities for a range of assessment approaches planned for. QAMSO training for literacy lead.	Teacher/Peer/Self writing assessment tickets adapted to reflect genre specific success criteria. Jotter monitoring and learning conversations evidence learning, teaching and assessment	Ongoing aligned with genre writing blocks Oct / Jan / March 4 QAMSO twilights 6 Sep, 27 Sept, 01 Nov, 29 Nov	

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To improve support for writing for individuals and groups of learners	Audit/ review and develop digital technologies to support learners with writing. Support staff training in use of digital tools - Immersive Reader / Typing club etc	Technologies in use and effectively supporting learning.	August Inservice training	
	Audit/review resources for writing to support learners with literacy differences.	Review carried out. Resources identified to support.	December 2022	
	Additional support for pupils affected by the PRAG (small group support / TIG / resources) DHT / PT / CT	Improved progress and attainment for PEF pupils. PRAG writing reduced.	Ongoing throughout year	
To improve engagement and increase attainment in writing for all pupils and particularly for boys to close the gender related attainment gap	<p>Using the medium of film pupils will engage in script writing / film literacy / play pedagogy to improve engagement in writing.</p> <p>Teacher engagement in CLPL in film literacy. https://screeningshorts.org.uk Teacher CLPL Sessions Screen Scotland</p> <p>Application for grant funding from Screen Education Fund to be completed for additional</p>	Improved progress and attainment in writing for all pupils and particularly for boys. Evidence in pupils work and engagement in lessons through observations. Staff engagement in professional learning / partner working with Creative Scotland/ GMAC etc Creative approaches evidenced in observations and improved pupil engagement in writing.	<p>Funding application by October</p> <p>SIP – 24 Jan Inset 15 Feb</p>	

	teacher CLPL/ pupil workshops.	Funding application submitted.		
	Pupils P4-P7 participation in creative writing workshops.	Pre and post survey results Observations of engagement of boys writing. Data analysis about literacy gap for boys when compared to girls.	By June 2023	
	Free writing/journals/ jotters and materials to be selected by pupils and used in classes.	Pupils will choose free writing in personal learning time/ play activities.	By June 2023	
To develop clear and progressive planning frameworks for writing ensuring consistency across levels	Detailed overview to be created to support teachers' planning. Review current planning framework.	Review complete. Overview created to ensure development of skills across genres from Early level, First level to Second level. Planning adapted and all teachers using skills progression planners.	SIP 21 March review Complete by June 2023 for implementation August 2024	
To provide support for families with writing through provision of family learning opportunities	Create support for parents / family learning in writing (supporting writing booklets / family learning workshops etc).	Booklets created in collaboration with staff. Booklets shared with parents. Targeted support provided for individual families / home learning packs created and shared (ICT support info / magnetic letters etc)	By June 2023	

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Section 2: Improvement Priority 2	
School/Establishment	Westerton Primary School
Improvement Priority 2	Reading - improving engagement and enjoyment
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Kate Turnbull (HT) & Deborah Hart (DHT) Supported by Amanda Archibald (reading teacher lead seniors), Jillian Macnab (reading teacher lead juniors), Iona Berry (reading teacher lead infants)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	Delete / copy as required curriculum and assessment teacher professionalism school improvement parent / carer involvement and engagement performance information	Delete / copy as required QI 1.1 Self evaluation for self improvement QI 2.3 Learning, Teaching & Assessment QI 1.5 Management of resources to promote equity QI 1.3 Leadership of Change QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.5 Family Learning QI 3.2 Raising attainment and achievement	Delete / copy as required Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged Choose an item.
Opportunities for Leadership		Resource Requirements	Parental Engagement and Involvement

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<p>Pupils will be involved in providing feedback/ suggestions for improvement/ gathering peer views through focus groups e.g. Junior Leadership Team, including use of HGIOURS. Junior Leadership Team leading as Reading Reps in Reading Schools developments. Pupils with dyslexia identifications will decide on Barrington Stokes novels to be purchased. Staff on 'Reading Schools' project group. Reading Clubs run by parents/ pupils to promote enjoyment of reading. Peer reading leadership opportunities. School librarian and class librarian roles</p>	<p>Time – see collegiate calendar for SIP/Staff meetings and Inservice Days/Personal professional development time. Cover costs for staff undertaking any leadership responsibility that requires release from class. Additional resources for supporting reading, including new phonics reading books, audio books, Dekko Comics and C-Pens (PEF). SLA and additional teacher to support identified groups with reading. Dyslexia friendly novels/ books for P4-7 (PEF). Budget to revamp and develop class libraries. Reading/writing workshops. Listening stations. Play resources.</p>	<p>Parental opportunities to read / record stories particularly for World Book Day / Scottish Book Week. Opportunities for parent reading sessions. Library visits, including opportunity to attend with own child. School librarian roles. Parental views sought regularly and feeding into improvement (eg Glow Forms). Parental input sought to create/develop/ book lists. Seesaw - Information and learning showcased for families. Parent Council ongoing involvement in feeding back parent views at meetings, consultation on any updated programmes and resources. Twitter feed of learning related to reading. Reading together information produced and shared.</p>
<p>Professional Learning</p> <p>Staff training P1-P7 (external) in phonics (PEF). Staff professional learning Thinking Reader/ Reading Strategies. QIO literacy Marie Donald –professional learning opportunities to be identified in EDC literacy CLPL calendar. Professional reading. Viewing online materials including Scottish Book Trust / EBSCO. Quality assurance processes.</p>	<p>Interventions for Equity</p> <p>Increased opportunities for reading role models eg peer reading programme. Access to a range of high quality texts across a variety of genres appealing to every gender. Access to phonics based reading books. Access to digital tools to support reading. Family reading opportunities.</p>	<p>Pupil Equity Funding (PEF) Allocation</p> <p>SLA additionality for supporting literacy interventions, 5 days teacher cover to release staff for literacy development work, resources including reading books/Dekko comics, Phonic books, Barrington Stokes dyslexia friendly novels, class library books, headsets and mics, class libraries developed, reading assessment tools, phonics training</p> <p>Total: £10,026 (PEF)</p>

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
To improve engagement and enjoyment of reading of all pupils. The journey to Reading Schools accreditation will be the focus of this work along with the introduction of high quality texts across a range of genres.	Audit to be carried to become a Reading School. Areas of strength and improvement identified.	Reading schools audit carried out	Inset 16 August 2022	
	Create a plan with actions and timescales working towards achieving Reading Schools accreditation.	Reading Framework for improvement created.	October 2022	
	Library visits for all classes and engagement with #StreamMyStory in classes (in partnership with EDC Libraries).	Observations / pupil & parental feedback.	Ongoing throughout year	
	Participation in focused activities including Book Week Scotland / WBD. Pupils will engage in digital author visits, story recordings, parent visits etc.	Questionnaires/ pupil feedback.	14 – 20 November 2022 (planning 14 Oct Inset) 02 March 2023	
	Class libraries and school library created and stocked with books chosen/ donated by pupils.	Class and school libraries set up and well used. Observations/ feedback from reading reps.	Ongoing throughout year	

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	Gather evidence for Reading Schools accreditation.	Evidence collected.	May 2023	
	Submit evidence for Reading Schools accreditation.	Evidence submitted.	May 2023	
To improve engagement and enjoyment of reading for pupils with identified literacy differences	Dyslexia friendly novels/ audio books/ books to be chosen by pupils and used in classes/ added to libraries for P4-7 (Barrington Stokes/ Dekko comics/ Phonic Books/ library books).	New books in use and feedback from pupils sought.	September 2022	
To improve reading skills of all pupils	Improve teacher understanding across all stages of phonic reading approach through participation in phonics CLPL.	Teachers across all stages can support/ reinforce phonic development. Consistent and systematic approach applied and reflected in phonics planners/assessments. Knowledge of and access to phonics reinforcement materials for all staff.	October 14 Inset	
	Teacher professional learning relating to the pedagogy and practical application of tools for reading. Thinking Reader / reading strategies.	A consistent use of reading tools in all classes observed through quality assurance processes.	SIP -23 Feb	

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To provide effective support for reading	Audit/ review and develop digital technologies to support learners with reading eg C-pens/ Immersive Reader.	Technologies in use and effectively supporting learning Pupil views gathered.	By December 2022	
	Additional teacher support for pupils affected by the PRAG (group support / TIG / PEF and boys not on track)	Improved progress and attainment for PEF pupils. PRAG reading reduced. Pre and post intervention data gathered.	August 2022- December 2022	
	Support and improve reading through participation in a peer reading programme.	Peer reading groups established and targeted support in place. Reading skills showing improvement in ongoing assessments and through pupil evaluations.	Ongoing throughout year	

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
To increase and support participation in Junior Dukes and	Micro Dukes p1 programme offered to new entrants.	£1,100 – teacher cover; pupil enrolment costs;	5% increase in pupils participating in the	August 2022 – implementation	

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offer Micro Dukes (P1)	Support offered to families eg extracurricular activity club to encourage wider participation.	resources for extracurricular activities	Junior Dukes programme. Increase in number of tasks completed.	June 2023– completed tasks total	
To improve pupil resilience and attitude to learning	Growth Mindset lessons developed across all stages and HWB planning formats adapted.	£242 – Growth Mindset Lessons: Every Child a Learner book x11	There will be improved resilience, and a ‘can do attitude’ evidenced through teacher observations and pupil feedback	Lessons implemented by Term 2. Pupil / staff feedback gathered in learning conversations / professional discussions	
To improve mental health and social communication skills for learners	Identified groups and individuals will work with the DHT to develop and improve social skills.	£135 - Talk About social communication books	Pupils will have improved social communication skills as evidenced in developing and maintaining friendships/ improved social interactions. Evaluations through PSG/TAC meetings and pupil view templates	August 2022 Evaluations ongoing throughout year	

School Improvement Plans should be emailed to the link Quality Improvement Officer by Wednesday 19 June 2022