

Framework for School Improvement Planning 2023/24

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		
Session	2023/24	2024/25	2025/26
Priority 1	Raising Attainment in Writing	Pupil Enquiry / Play (Lit/Num)	STEM / DYW
Priority 2	Raising Attainment in Reading	Health and Wellbeing - RSHP	Learning for Sustainability
Priority 3	Rights Based Learning	Rights Based Learning	RME

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Section 2: Improvement Priority 1	
School/Establishment	Westerton Primary School
Improvement Priority 1	Raising Attainment in Writing
Person(s) Responsible	PT and writing leads (P5 CT & P7 CT) Collaborating with QIO literacy lead and EDC Literacy Champion Network Strategic leadership – (HT)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	school improvement curriculum and assessment parent / carer involvement and engagement	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.5 Family Learning	Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Literacy Champions Spelling and grammar teacher development and collaboration Pupil voice elicited through class meetings Pupil Leadership through Junior Leadership Team	North Lanarkshire spelling programme Spelling support Active Spelling Resources eg Magnetic boards SLA/CA/ teaching support as timetabled Teacher cover for development time Writing resources to deliver pupil voice initiatives Time as outlined in collegiate calendar	Information leaflets and weblinks Seesaw / Twitter sharing learning progress Parent Council / Parent Forum – identify local writers/authors to enhance teaching and learning in writing
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation

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Alex, Quigley. Practical Strategies for Closing the Vocabulary Gap Robinson, Kate. Creative Approach to Teaching Spelling Education Scotland literacy CLPL/ You Tube playlists Education Scotland Knowledge of Language Teacher upskilling tool	Write from the Start – support for motor development Dyslexia Profile British Picture Vocabulary Scale Active spelling concrete materials Targeted support – SLA, SMT, teaching staff (£650 included in interventions for equity costs below)	North Lanarkshire active literacy & supporting resources (£1,605) Handwriting and grammar programme (£3,468) Teacher cover for development (£600) Total £5,673
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
All learners will participate in engaging writing lessons with an anticipated improvement in attainment in writing. Staff will have a shared understanding of standards and expectations and can confidently report on CfE levels in writing.	Staff professional learning in informative and persuasive writing genres.	Improvements in teaching and learning observed. Teacher confidence pre and post questionnaire.	October inset January 23 SIP meeting	
	Teacher collaboration using West Partnership moderation template to develop lessons on information and persuasive writing genres.	Observation feedback and pupil views gathered through learning conversations.	October to December Information writing January to March Persuasive writing	
	Peer observations of teaching and learning in literacy to support teacher professional development.	Peer observation templates identifying strengths and next steps.	Completed by March 2024	
	Staff participation in assessment and moderation activities in instructional and persuasive	Folders of moderated writing assessment evidence across the genres.	Dec 5 th March 19 th	

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	writing genres to support teacher professional judgement.		Complete by April	
	Writing planning formats and success criteria reviewed and adapted.	Planning formats improved following review.	October	
	Writing workshops for pupils P1-P7.	Evidence of engagement in pupil's work.	TBC	
	Staff carry out collaborative practitioner enquiry in an aspect of literacy.	Enquiry posters shared.	October - May Sharing May Inset	
Almost all learners will improve their skill in spelling, punctuation and grammar and can apply spelling, punctuation and grammar tools to written work	Staff engage in CLPL active spelling programme.	Improved staff knowledge of active spelling strategies evidenced in questionnaires.	August Inset	
	Pupil-led learning opportunities identified in spelling.	Pupil-led learning CLPL delivered by P7 teacher. Spelling choices available in all classes evidenced in pupil learning conversations.	August	
	P3-P7 staff develop spelling / phonics frameworks and supporting resources.	Evidence of teachers using N. Lanarkshire active spelling strategies daily. Pre and post measures of teacher confidence in using active strategies. Observations of teaching and learning.	Pre August Check in December Post May	
	P1 & P2 review and update spelling/ phonics frameworks and supporting resources ensuring consistency of pedagogy.	Evidence of teachers using systematic synthetic phonics daily. Pre and post measures of teacher confidence in using phonic spelling strategies.	22 August	

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	Progressive skills frameworks developed for grammar, punctuation and handwriting P1-7.	Clear understanding of skills progression evidenced in written work of pupils. Teacher confidence	August - June	
	Teacher professional learning and collaboration in effective spelling approaches including Active Literacy approaches and digital tools. (This may include practitioner enquiry).	Spelling teaching guides developed for early, first and second levels Sumdog spelling and grammar in use to complement active spelling.	Ongoing	
	Parental engagement to support new spelling approaches including information leaflets and family learning events.	Parental feedback will be collected to identify strengths and next steps.	September - October	

Section 2: Improvement Priority 2	
School/Establishment	Westerton Primary School
Improvement Priority 2	Raising Attainment in Reading
Person(s) Responsible	Reading School Leads (P3 CT & P4 CT) Strategic leadership – HT

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy.	curriculum and assessment school improvement	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment	Improvement in attainment in literacy

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Closing the attainment gap between the most and least disadvantaged children		QI 1.5 Management of resources to promote equity	Closing the attainment gap between the most and least disadvantaged
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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Reading School teacher leaders Pupil Reading Reps – events / self-evaluation / reading school gold developments Eco committee – book swap events Junior Leadership Team Professional learning collaboration Practitioner enquiry in reading	Reading materials - fiction/ non/fiction/ class novels/ genre samples/ library stock SLA additionality Cover to release teachers to undertake professional learning and development Reading outdoors resources Author visits Literacy workshops	Reading to children in school Participation in Book Week Scotland and World Book Day Read, Write, Count book bag gifting event Sharing the learning open afternoon with reading focus Home learning book lists to be created and shared with parents Library visits for all classes and other community engagement eg care home Seesaw and Twitter
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional learning in systematic synthetic phonics Identifying and supporting literacy differences The Art and Science of Teaching Primary Reading – Such, Christopher Education Scotland Literacy input – Reading Comprehension and Differentiation Education Scotland - Knowledge of language	Support for learning in reading Phonic assessments and interventions Dyslexia resources and toolkit development	Class and library reading materials £1000 Teacher cover for development work £600 Professional reading - £300 Reading outdoors £1,275 Author visits £1,000 Literacy workshops £1,500 Total £5,675

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
All pupils will improve their decoding and reading comprehension skills.	Comprehension strategies and Differentiation CLPL from Education Scotland.	All teachers can use before, during and after reading strategies consistently.	October SIP meeting	
	Professional learning in reading to be identified in EDC professional learning calendar/ Education Scotland Literacy Hub by staff to improve confidence in teaching reading and language comprehension. Identified professional reading will develop pedagogy around teaching inference and the delivery of reading intervention.	Staff engaging in EDC literacy CLPL and confidence in teaching reading strategies improved. Children can use before, during and after reading strategies. Consistent pedagogy in reading approaches in use as evidenced in classroom observations. Learning conversations and teacher questionnaires will evidence pupil and staff views.	Ongoing throughout year	
	New novels and reading materials will be selected ensuring all stages have a wide range of reading resources to support class, group and independent reading activities. Pupil views will be sought to identify resources.	Reading materials selected and in use. Almost all pupils show improved fluency and can use decoding skills to read with greater independence during ERIC time.	November	
	Carry out an audit and levelling activity of current reading resources to ensure reading	Suggested reading levels assigned to books / comprehension resources / phonic books.	Feb Inservice	

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	materials are accessed by age and stage.			
	Reading materials for all CfE levels to be included in reading planners.	Planners updated ensuring appropriate resources are selected for teaching and learning.	By June	
All pupils with literacy differences will be supported to make progress.	Accurate assessment of pupil needs leading to targeted teaching and support.	Support for learning teachers and teaching assistants attend CLPL and evidenced in PDR and PRD..	Ongoing	
	Use digital technology to support identified learners with their reading (using laptop and iPad to access audio and Immersive reader).	Laptops and iPads in use with improvements evidenced in work samples.	Ongoing	
Almost all pupils will improve their engagement and motivation in reading for pleasure	Participation in Reading Schools programme and associated activities identified through Reading Schools self-evaluation.	Self-evaluation complete and next steps identified in action plan. Reading Schools evidence submitted and accreditation received.	Self-evaluation August inset Evidence submitted April	
	Family engagement opportunities – sharing the learning & Read, Write, Count.	Feedback from partner questionnaires.	September - March	
	Author visits and workshops to be identified. Participation in digital reading activities eg Authors Live and digital storytelling.	Author visits / Authors live complete and views gathered.	Ongoing / possibly tie in with November BWS March WBD	

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	Celebrate reading progress throughout the year through certificates, going for gold reading logs and end of year awards ceremony.	Photos, certificates and reading records.	September - June	
	Develop peer reading opportunities across the school to create positive reading role models.	Timetable in place.	October set up Ongoing	
	Develop opportunities and facilities for outdoor reading eg benches.	Benches in use and enjoyed by pupils.	November	
	Participation in reading related events including Book Week Scotland, World Book Day and planned activities around these.	Pupil feedback gathered and evidenced digitally in Seesaw, Twitter and newsletter.	November BWS March WBD Ongoing	
	Share and record reading recommendations in assemblies.	Assemblies schedule in place. Video evidence on Seesaw and twitter.	Ongoing	
Almost all pupils will improve their engagement and motivation in reading for pleasure through planned activities with the wider community and cluster.	Visits & events in the local community arranged for all pupils regularly throughout the year to library, Care home, Church, local schools, nursery etc	Improved motivation from being a reading role model and experience of reading role models. Visits to local establishments have taken place.	September - June	

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Section 2: Improvement Priority 3	
School/Establishment	Westerton Primary School
Improvement Priority 3	Rights based learning and the UNCRC
Person(s) Responsible	DHT and CTs (Rights Leads) Strategic leadership – HT

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre	school leadership curriculum and assessment	QI 3.1 Wellbeing, equality & inclusion QI 1.3 Leadership of Change QI 1.5 Management of resources to promote equity	Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Junior Leadership Team Teacher leaders Assemblies EDC Pupil Forum members	Release teacher for professional learning and development work WOSDEC CLPL	Communicating with parents Newsletter RRS Steering group members
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation

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Familiarisation with legislation relating to the rights of the child – UNCRC, Scottish Government RRS online modules WOSDEC training and CLPL calendar	ASN legislation and Rights relating to gender and disability Equity of opportunity to participate in decision making committees	N/A
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
All children will have an improved understanding of their rights and the UNCRC.	CLPL to introduce UNCRC and Rights based learning to staff and self-evaluation complete.	All staff now have an increased knowledge of Rights based legislation (pre and post questionnaire).	August	
	Lead staff (and others if they choose) to undertake RRS modules.	Increased knowledge of rights based learning.	September - December	
	Rights Based learning leads undertake training and attend conference via RRS online.	Children's rights will be central to the school's Vision, Value and Aims.	September	
	Rights based learning leads to take part in additional CLPL and partner working	Staff attendance at WOSDEC /RRS CLPL. Links made with other schools in EDC.	Sept-Dec	
	Inform the whole school community that the school is working on the RRSA.	Parents and carers aware of children's rights.	Sept/Oct	
	Become familiar with the United Nations Convention on the Rights of the Child.	Awareness raising workshop to P1-3, P4-7 delivered.	October	

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	Set up RRSA Steering group including RRS ambassador pupil group.	Group established and meeting scheduled.	By October	
	Audit/ review school practice Complete an Action Plan for Silver RRSA.	Audit complete and areas of strength and next steps identified in action plan for Silver.	By December	
All children will have opportunities to lead learning and have a voice in their learning	Establish school-wide committee events / membership	Termly whole school committee meetings in place.	By December	
	Adapt school's Vision, Value and Aims to encapsulate central role of children's rights & UNCRC.	School community consulted and revised VVA shared.	By August 2024	

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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
Identified pupils will benefit from consistent support through enhanced support for learning.	Soft starts and nurture for individual pupils. One to one and group support in literacy and numeracy for identified pupils.	SLA additional hours £9,000 (Cost TBC)	Supporting learning impact reports and pupil progress evidence. Timetable with 25% additional SLA hours.	August – June Pre and post termly assessments	Assessments of progress and impact tracked
Identified pupils will have access to digital technology to support and enhance learning.	Individual laptop/iPad to support literacy and numeracy. (Including access to Immersive Reader, Dictate and Sumdog Maths and Spelling)	£1,200	Pupil work shows improvements with use of technology.	TBC pending delivery of ICT	Tracking of assessment data to evidence impact
All pupils will have their learning progress tracked on Seesaw.	Seesaw will be used to support and record learning in class and at home.	£2,000	Learning journals evidence progress towards learning targets.	August – June Termly targets set and measured	Reflection upon learning evidence and progress termly
All pupils will have access to Sumdog maths, spelling and grammar to improve	Supporting and reinforcing learning in numeracy and maths in an engaging and	£1,300	Sumdog usage reports/ pupil learning conversations to illicit views.	August – June	Usage of Sumdog by SIMD /FME pupils

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engagement in literacy and numeracy.	motivating way, in school and at home.				
Literacy equity support for pupils (Dyslexia Portfolio, British Picture Vocabulary Scale, Write from the start handwriting resource).	Identify delay in vocabulary, literacy differences and support motor development.	£650	Data gathered from assessments.	August - June	Support / interventions identified

School PEF allocation 23/24: £25,498 Total PEF allocated in SIP £25,498 Underspend: £0