



**School Improvement Plan**  
**Westerton Primary 2017-2018**



Improvement Priority 1		Target	
To improve Reading skills of all our pupils enabling them to achieve the appropriate levels at all stages.		<ul style="list-style-type: none"><li>• To raise attainment in Reading at the early stages through developing a Play2Learn approach.</li><li>• To increase the range and types of fiction and non-fiction texts at all stages.</li><li>• To develop a shared understanding of the Reading Benchmarks.</li><li>• To increase purposeful use of SIMD data to ensure equity for all.</li></ul>	
Link to NIF Priorities and Drivers	Link to EDC NIF Implementation Plan	HIGIOS?4 Quality Indicators	
Teacher Professionalism Assessment of children’s progress School Improvement	Improvement in attainment in Literacy Closing the attainment gap between most and least disadvantaged	1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	
Impact on Learners			
<ul style="list-style-type: none"><li>• Teachers will be involved in ongoing moderation, talking about standards and Benchmarks, how well children are progressing and planning collegiately to ensure breadth, challenge and application.</li><li>• Children will develop a progressive range of reading strategies and skills across all levels.</li><li>• Reading skills will be transferred across all areas of the curriculum.</li><li>• Ongoing assessment will ensure that all pupils will be working with appropriate texts.</li><li>• Identified pupils, including those from SIMD 1-3 who are not attaining as expected, will have further opportunities to develop their reading skills through the following interventions:<ol style="list-style-type: none"><li>1. Additional reading opportunities using Rainbow Reading</li><li>2. Paired reading opportunities</li><li>3. Small group literacy support at all stages</li><li>4. Parent guidance/workshops</li><li>5. EST support</li></ol></li></ul>			
Measures of Success		Resource Requirements/Professional Development	
<ul style="list-style-type: none"><li>• Raised attainment levels in Reading, including those children identified as living in SIMD 1-3</li><li>• Staff confident in using Benchmarks to assess achievement of a level</li><li>• Learners able to transfer Reading skills across all areas of the curriculum</li><li>• Learning conversations will show that our learners are more engaged and aware of reading genres</li><li>• Staff have an increased understanding of the progression of Reading strategies</li><li>• Surveys and questionnaires used by pupils and staff to self-evaluate</li><li>• Collaborative Enquiry evaluation of the implementation of Learn2Play</li></ul>		<ul style="list-style-type: none"><li>• Rainbow Reading Resource</li><li>• Training sessions for staff on implementing Rainbow Reading</li><li>• Time (identified through collegiate calendar; personal professional development time and cover)</li><li>• Visits to other establishments to observe lessons and look at resources</li><li>• Training sessions for staff on Play2Learn initiative</li><li>• Peer observation opportunities</li><li>• Professional Reading</li><li>• Collaborative Enquiry opportunities</li></ul>	



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Action	Timescale	Resource	Responsibility	Progress update
Attend Play2Learn Conference	August 2017	In-service Day provided by EDC	DHT/Infant Staff	
Draft Position Statement on Infant Stages Learning Experiences	Aug/Sept 2017		DHT	
Self-evaluate using audit tool (include parent and children's views)	Aug/Sept 2017	Collegiate Time	DHT/Infant Staff	
Commence project in Collaborate Professional Enquiry Project re play	September 2017	Collegiate Time	Ed Psych	
DHT to attend information session re Play2Learn	September 2017	½ day course (am)	Ed Psych	
Information about play shared with Classroom Assistants and SLAs	Sept/Oct 2017		DHT	
Infant staff to visit other establishments to see examples of play in action	Sept/Oct 2017	PEF Class cover costs (£204 per day)	DHT/Infant Staff	
Infant staff to participate in peer observations	Oct/Nov 2017	PEF Class cover costs (£204 per day)	Infant Staff	
Identify and acquire necessary resources	Oct/Nov 2017	Collegiate Time  PEF Resources as identified	DHT/Infant Staff	
Presentation to parents on Play2Learn	November 2017		DHT/Infant Staff	
Moderation of Benchmarks termly throughout the session	Sept 2017/Dec 2017/Mar/2017/	Collegiate Time	DHT/Infant Staff	



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	May 2017			
Analyse Baseline & Standardised Assessment data (P1)	Aug 2017/Jan 2018	Collegiate Time	DHT/Infant Staff	
Staff to audit current Reading resources available for P4-7	August 2017	Collegiate Time	HT/P4-7 Class Teachers	
Staff to visit other establishments to research resources used	Sept/Oct 2017	PEF Class cover costs (£204 per day)	P4-7 Class Teachers	
Staff visit to other establishments to observe Literacy lessons	Oct/Nov 2017	PEF Class cover costs (£204 per day)	P4-7 Class Teachers	
Moderation of Benchmarks termly throughout the session	Sept 2017/Dec 2017/Mar/2017/ May 2017	Collegiate Time	HT/P4-7 Class Teachers	
Identify and acquire necessary resources	Nov/Dec 2017	PEF Bug Club Online Subscription (£350), Purchase of printed book packs (approx. £3500)	HT/P4-7 Class Teachers	
Classroom Assistant/SLA training on implementation of Rainbow Reading resource	Sept/Oct 2017	PEF Purchase of Rainbow Reading Resource (£1200 for all colour levels)	HT/CA/SLA	
Implement learning, teaching and assessment approaches related to development of reading skills – referencing with the reading benchmarks	Oct 2017 – June 2018	Ongoing throughout	All staff/DHT/HT	
Implement change and use collaborative	Oct/Nov 2017	Classroom Planning	CTs/CA/SLA	



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enquiry model to measure impact of change				
Quality Assurance – Self-evaluation (HIGIOS4), SMT Observations, Questionnaires	November 2017 – May 2018	Quality Assurance Calendar PEF Class cover costs (£204 per day)	HT/DHT	
Implement any changes to teaching and learning and assessment as a result of moderation	Ongoing throughout	Related development work/Collegiate sessions	All staff	
Reflect on progress of learners over the year – analyse assessment data	By June 2018	Related development work/Collegiate sessions	All staff	



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Improvement Priority 2		Target
<b>To raise attainment in Numeracy in Primary 1 &amp; 2, through increased ability in core numeracy skills, mental agility and the application of knowledge in real life contexts.</b>		<ul style="list-style-type: none"><li>Professional learning opportunities for staff in understanding core numeracy.</li><li>Incorporate SEAL approaches into planning and practice</li><li>Raise attainment in Numeracy in Primary 1 and Primary 2 through increased ability in Numeracy skills.</li><li>To develop a shared understanding of the Numeracy and Mathematics Benchmarks.</li><li>To increase purposeful use of SIMD data to ensure equity for all.</li></ul>
Link to NIF Priorities and Drivers	Link to EDC NIF Implementation Plan	HIGIOS?4 Quality Indicators
<b>Teacher Professionalism</b> <b>Assessment of children's progress</b> <b>School Improvement</b>	<b>Improvement in attainment in Numeracy</b> <b>Closing the attainment gap between most and least disadvantaged</b>	<b>1.2 Leadership of Learning</b> <b>1.3 Leadership of Change</b> <b>2.2 Curriculum</b> <b>2.3 Learning, Teaching and Assessment</b> <b>3.2 Raising Attainment and Achievement</b>
Impact on Learners		
<ul style="list-style-type: none"><li>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.</li><li>Children in Primary 1 &amp; Primary 2 will have strong, secure knowledge of key aspects of Numeracy.</li><li>Numeracy skills will be transferred across all areas of the curriculum.</li><li>Ongoing assessment will ensure that all pupils will be appropriately supported and challenged.</li><li>Identified pupils, including those from SIMD 1-3 who are not attaining as expected, will have further opportunities to develop their reading skills through the following interventions:<ol style="list-style-type: none"><li>Individual support using the Numeracy Box resource</li><li>Maths Recovery intervention (CT Trained April 2017)</li><li>Numeracy buddies</li><li>Small group numeracy support</li><li>Parent guidance/workshops</li><li>EST support</li></ol></li></ul>		
Measures of Success		Resource Requirements/Professional Development
<ul style="list-style-type: none"><li>Raised attainment levels in Numeracy in Primary 1 &amp; Primary 2, including those children identified as living in SIMD 1-3</li><li>Staff confident in using Benchmarks to assess achievement of a level</li><li>Learners able to transfer Numeracy skills across all areas of the curriculum</li><li>Learning conversations will show that our learners are confident in using their Numeracy skills</li><li>Staff have an increased understanding of the progression of Numeracy skills</li><li>Surveys and questionnaires used by pupils and staff to self-evaluate</li></ul>		<ul style="list-style-type: none"><li>SEAL Resource Boxes</li><li>SEAL Teaching Guides 'Teaching Number in the Classroom with 4-8 year olds'</li><li>SEAL training sessions for staff</li><li>Time (identified through collegiate calendar; personal professional development time and cover)</li><li>Visits to other establishments to observe lessons and look at resources</li><li>Peer observation opportunities</li><li>Professional Reading</li><li>Numeracy Boxes</li></ul>



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Action	Timescale	Resource	Responsibility	Progress update
Attend SEAL Training Sessions	Aug 2017 – Jan 2018	Twilight courses – 23.8.17, 6.9.17, 4.10.17, 29.11.17, 17.1.18	DHT/Primary 1 & Primary 2 Staff	
Prepare Draft Maths Position Statement for Raising Attainment	Aug/Sept 2017	PEF Class cover costs (£204 per day)	SMT/Maths Champion	
Purchase of Maths Recovery & SEAL resources	Aug/Sept 2017	Red (Emergent) SEAL Box x 2 (£195 each)  Blue (Perceptual) SEAL Box x 2 (£350 each)	SMT	
Review Maths & Numeracy progressive planners for early and first level to; <ul style="list-style-type: none"><li>Incorporate Maths Recovery and SEAL approaches</li><li>Include Numeracy and Maths benchmarks in planners</li></ul>	Aug-Oct 2017	Collegiate Time  PEF Class cover costs if required (£204 per day)	SMT/Primary 1 & Primary 2 Staff	
Organise Number Box training for Classroom Assistants and SLAs	Sept/Oct 2017	PEF  Number Box resource x2 (£100 each)	SMT	
Infant staff to visit other establishments to see examples of SEAL in action	Sept/Oct 2017	PEF Class cover costs (£204 per day)	DHT/Infant Staff	
Infant staff to participate in Numeracy peer observations	Oct/Nov 2017	PEF Class cover costs (£204 per day)	Infant Staff	



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Identify and acquire additional Maths resources	Oct/Nov 2017	Collegiate Time  PEF Resources as identified	SMT/Infant Staff	
Parent/Carer information leaflet created to advise of main aspects of SEAL and how to support with this at home	Mar/Apr 2018	PEF Class cover costs (£204 per day)  Print cost of information leaflets	SMT/Maths Champion	
Parents/Carers invited in to class to observe maths activities within the class – children to share their new approaches to learning with parents/carers	Apr/May 2018		SMT/Infant Staff	
Numeracy and Mathematics planning amended to incorporate SEAL strategies and used to identify gaps in children's learning and plan targeted intervention	Oct/Nov 2017	Collegiate Time	SMT/ Infant Staff	
Quality Assurance <ul style="list-style-type: none"><li>• Monitoring and Tracking Meetings</li><li>• Learning and Teaching Meetings</li><li>• Classroom Visits/Learning Walks</li></ul>	Nov 2017 – Apr 2018		SMT/Infant Staff	
Finalise Position Paper as approved strategy and create next steps	June 2018	Related development work/Collegiate sessions	SMT/Infant Staff	



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Improvement Priority 3		Target
<b>Improve the engagement of pupils, staff and parents in Wellbeing to create a climate of mutual respect, increase achievement and develop greater aspirations.</b>		<ul style="list-style-type: none"> <li>To develop a shared understanding of the Nurture Principles.</li> <li>Professional learning opportunities for staff in PATHS.</li> <li>To develop a Growth Mindset ethos throughout the school.</li> <li>To embark on the RRS journey.</li> <li>Revisit and revise the 'Promoting Positive Behaviour policy and procedures to support the emotional and social wellbeing of all learners.</li> <li>Revise school vision, values and aims.</li> </ul>
Link to NIF Priorities and Drivers	Link to EDC NIF Implementation Plan	HIGIOS?4 Quality Indicators
<b>Teacher Professionalism</b> <b>School Improvement</b> <b>School Leadership</b>	<b>Improvement in children and young people's health and wellbeing</b> <b>Closing the attainment gap between most and least disadvantaged</b>	<b>1.2 Leadership of Learning</b> <b>1.3 Leadership of Change</b> <b>2.1 Safeguarding and Child Protection</b> <b>2.7 Partnerships</b> <b>3.1 Improving Wellbeing, Equality and Inclusion</b> <b>3.2 Raising Attainment and Achievement</b>
Impact on Learners		
<ul style="list-style-type: none"> <li>Pupils will benefit from the increased staff pedagogy and practice in principle of nurture.</li> <li>The children will learn in a nurturing environment, maximising their opportunities to achieve.</li> <li>Through the PATHS programme, children will become less impulsive and more thoughtful in their social interactions.</li> <li>Children will become more familiar with effective language to explain their emotional feelings.</li> <li>The development of a Growth Mindset ethos will raise our children's' expectations of themselves and their capacity to improve, increase their self-belief by grasping opportunities, learn to manage their emotions and overcome peer pressures and increase their self-belief by grasping opportunities.</li> <li>All pupils will engage fully in learning, working in a positive ethos for learning.</li> <li>Starting on the RRS journey will ensure: <ul style="list-style-type: none"> <li>Pupils develop a long-term commitment to values such as social justice and inclusion</li> <li>There is a reduction in bullying and discriminatory behaviour among children</li> <li>Pupils enjoy and feel safe at school</li> <li>Pupils feel included and valued</li> <li>Pupils' wellbeing and emotional resilience is improved</li> <li>Pupils' engagement in the school and their own learning is improved</li> <li>Pupils' attainment is improved, and the attainment gap between disadvantaged and non-disadvantaged pupils is narrowed.</li> </ul> </li> </ul>		





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Measures of Success		Resource Requirements/Professional Development		
<ul style="list-style-type: none"> <li>Staff track their professional development using CPD Manager and GTCS professional update tools.</li> <li>Improved staff confidence of the nurture principles and how to implement them within their class.</li> <li>Staff have participated in PATHS training and have an understanding of how this can be used to moderate behaviour within the school setting.</li> <li>Staff have a knowledge and understanding of instilling a growth mindset culture in children and the affect that this has on them.</li> <li>Parental participation and feedback in relation to the introduction of these new initiatives.</li> <li>Surveys and questionnaires used with staff, pupils and parents to self-evaluate.</li> </ul>		<ul style="list-style-type: none"> <li>Nurture training sessions for identified staff.</li> <li>PATHS training for identified staff.</li> <li>Time (identified through collegiate calendar; personal professional development time and cover).</li> <li>Visits to other establishments to observe nurture input, PATHS &amp; RRS.</li> <li>Whole School staff training on Growth Mindset.</li> <li>Professional reading.</li> </ul>		
Action	Timescale	Resource	Responsibility	Progress update
All staff participate in Self-evaluation of Nurturing approaches within the school	Aug/Sept 2017	Applying Nurture as a Whole School Approach – A Framework to support the Self-Evaluation of Nurturing Approaches Document	SMT/All staff	
Analyse results of self-evaluation	Sept/Oct 2017	PEF Class cover costs (£204 per day)	SMT/Nurture Champion	
Visits to other establishments where nurture is embedded into the ethos of the school	Oct/Nov2017	PEF Class cover costs (£204 per day)	SMT/Nurture Champion	
Nurture Principles discussed and a consistent approach throughout the school agreed on	Nov 2017	Collegiate Time	SMT/All staff	
Using self-evaluation results as a basis, provide twilight training for staff	Dec/Jan 2018	Collegiate Time	Ed. Psych	
Assemblies throughout the year with a focus on nurture, respect, growth mindset – develop whole school ethos	Sept 2017 – May 2018	PEF Resources as identified/required	SMT	



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PAThS SLA Training event	Aug 2017	PEF Resources as required	SLA	
PAThS training events and meetings for PAThS Champion	Sept 2017 – May 2018	PEF Class cover costs (£204 per day)	PAThS Champion	
Raising awareness - Information from training events cascaded to all staff by PAThS Champion	Sept 2017 – May 2018	Collegiate Time PEF Resources as identified	SMT/All staff	
Familiarisation of PAThS materials by all staff	Sept/Oct 2017	Collegiate Time	All staff	
PAThS lessons implemented at all stages	Nov 2017 – May 2018	Classroom Planning	All staff	
Present parent workshop on PAThS strategies	April 2018	Related development work/Collegiate sessions	SMT/All staff	
Evaluation of resource	May 2018	Related development work/Collegiate sessions	SMT/All staff	
Staff CPD Twilight on Growth Mindset delivered by Live-n-Learn	Sept 2017	PEF Live-n-Learn 45 minute staff workshop (£125)	Live-n-Learn/SMT/All staff	
Parent seminar on Growth Mindset delivered by Live-n-Learn	Oct 2017	PEF Live-n-Learn 60 minute parent workshop (£195)		
Whole school introductory assembly to Growth Mindset by Live-n-Learn	Sept/Oct 2017	PEF Live-n-Learn 30 minute assembly P1-P7 (£595 package)	Live-n-Learn/SMT/All staff	
Growth Mindset Workshops will be delivered for	Nov/Dec 2017	PEF	Live-n-Learn/SMT/P5-P7	



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P5-P7		Live-n-Learn 60 minute workshops P5-P7 (£595 package)	staff	
Follow on lessons delivered by staff at all stages	Jan-May 2018	Classroom Planning	All staff	
Growth Mindset Assemblies with children at all stages throughout the session	Jan-May 2018		SMT	
Evaluation of implementation and next steps decided	May-June 2018	Related development work/Collegiate sessions	SMT/All staff	
Staff leadership role allocated (RRS Champions)	Aug 2017		SMT/2 staff members	
Rights Respecting Committee established	Sept/Oct 2017	Planning	RRS Champions	
Register with Unicef UK online to start the journey	Sept 2017	Collegiate sessions	RRS Champions	
Familiarisation with the four RRS standards	Sept/Oct 2017	Related development work/Collegiate sessions	RRS Champions	
Regular meetings with RRS Committee	Oct 2017 – June 2018	Related development work/Collegiate sessions	RRS Champions	
Information/ lessons discussed with staff to ensure a consistent whole school approach	Oct 2017	Related development work/Collegiate sessions	RRS Champions/All staff	
In consultation with staff, pupils and parents, create an action plan for Rights Respecting journey	Dec 2017	Related development work/Collegiate sessions Classroom Planning	RRS Champions/All staff	
Register Recognition of Commitment (ROC) with Unicef	Dec 2017/Jan 2018	Related development work/Collegiate sessions	RRS Champions	



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Collection of evidence throughout session in conjunction with action plan	Oct 2017 – June 2018	Related development work/Collegiate sessions  Classroom Planning	RRS Champions/All staff	
Continue to embed the principles and values of the UNCRC into school ethos and curriculum following the four RRSA standards	Apr-Jun 2018	Related development work/Collegiate sessions  Classroom Planning	SMT/RRS Champions/All staff	
Revise 'Promoting Positive Behaviour' Policy to include the values and ethos of Nurture, PAThS, Growth Mindset and RRS.	May/June 2018	Collegiate Time	SMT	
Self evaluation exercise involving all stakeholders to revisit and revise school vision, value and aims	May/June	Related development work/Collegiate sessions	SMT/All staff/pupils/parent	

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

<b>Curriculum for Excellence</b>	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.
<b>Health Promotion</b>	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. G.I.R.F.E.C. Principles will continue to underpin all referrals for additional support and shape the meeting of our pupils' needs.
<b>Promotion of Equalities</b>	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.



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Taking forward the *Key Drivers for Improvement* of the *National Improvement Framework* in 2017/18

<b>NIF Key Driver for Improvement</b>	<b>Summary of how we will take this area forward</b>	<b>Supporting Quality Indicators from HIGIOS?4</b>
<b>School Leadership</b>	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 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.	1.3 Leadership of change 1.2 Leadership of learning
<b>Teacher Professionalism</b>	The school will continue to use the 'How Good is our School?' document to inspire and support the highest professional standards for Westerton staff. High quality development meetings will provide a forum for professional dialogue and learning, with a particular focus this session on moderation of teacher judgement of CfE levels in literacy and numeracy, use of the Benchmarks and the new standardised testing.	2.3 Learning, teaching and assessment
<b>Parental Engagement</b>	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. The Parent Council will play a central role in driving forward improvement.	2.5 Family learning 2.7 Partnerships
<b>Assessment of Children's Progress</b>	Class teachers will continue to gather a range of robust evidence on children's progress, including ongoing classwork and standardised assessments. Class teachers and the SMT will monitor and track the attainment of pupils on an ongoing basis and intervene promptly to ensure the attainment gap narrows over time.	2.3 Learning, teaching and assessment 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning
<b>School Improvement</b>	We will continue to evaluate learning, teaching and assessment and the quality of what goes on in classrooms. Self-evaluation will be a high priority this session with opportunities for staff to gain a working knowledge of 'How Good is our School?4'. Tackling poor attendance will also be given a high profile this session and we will have a relentless focus on ensuring that no child's learning is affected by poverty. In consultation with the whole school community, our current Strategies Curriculum Plan will be fully reviewed to ensure we maintain a clear vision and strategy for the ongoing development of the curriculum.	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
<b>Performance Information</b>	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



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