

Improvement Plan

Wardie Primary School



Improvement Plan for session: 2019-20

Key Areas For School Improvement

NIF Priority 1 – Improvement In Attainment, Particularly In Literacy And Numeracy.	QIs/Themes 1.2 Leadership of Learning 2.2 Curriculum 2.3 Effective use of assessment 2.3 Planning, tracking and monitoring 3.2 Attainment In literacy and numeracy
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Priority 1a	To raise attainment in writing	Overall Responsibility	PT – Nikki Craig	
Measureable outcomes	By the end of session <ul style="list-style-type: none"> The number of P4 learners achieving First level will be at least 90% (on track) (increase of 6% from 2018/19 tracking) (5/13 pupils not currently on track) The number of P7 learners achieving Second level will be at least 90% (on track) (increase of 6% from 2018/19 tracking) (5/11 pupils not currently on track) 			
Outcomes	By the end of the session <ul style="list-style-type: none"> There will be whole school agreed criteria for tracking progress in writing (cold writing) All staff will have a shared understanding of standards in teaching writing at their level using the benchmarks All staff will understand the progression of writing from mark making to independent/advanced All pupils will have quality writing lessons every week where they receive feedback and set targets All pupils will have the opportunity to write in a broad range of genre throughout a level 			
Tasks	By Whom	Resources	Time	Impact/ Progress
Staff to attend James Clements Training	<ul style="list-style-type: none"> Identified P4-7 teacher Nikki Craig 	Class cover for teacher to attend course – ½ day	20/09/19 James Clements CF2354	

Review and update <ul style="list-style-type: none"> • writing genre progression planners • cold writing criteria 	<ul style="list-style-type: none"> • Nikki Craig (PT) • Literacy leadership team 	Current writing genre guide Staff draft revisions to cold writing criteria from 2018/19	<ul style="list-style-type: none"> • 1 x L & T meeting (1 ½ hours) 12/09/19 • Share at In Service day – 07/01/20 	•
Plan and deliver ongoing staff training in aspects of 'Creating a Writing School' Review impact of staff training and identify next steps – self-evaluation and feedback	<ul style="list-style-type: none"> • Nikki Craig (PT) • Literacy leadership team 	James Clements resources	<ul style="list-style-type: none"> • 1 x L & T meeting to plan (1 ½ hours) 05/11/19 • In Service day – 07/01/20 – training • 1 hour from CAT – 27/03/20 • Leadership team feedback and next steps – 04/05/20 In Service day 	•
Moderation of writing	<ul style="list-style-type: none"> • All teachers • Literacy leadership team to lead 	Writing criteria	1 hour as part of In Service day – 07/01/20	•
Shared classroom experience of writing by SLT	<ul style="list-style-type: none"> • All staff 		November - SCE	•

Priority 1b	To raise attainment in Numeracy	Overall Responsibility	HT – Astrid Gracie	
Measureable outcomes	By the end of session <ul style="list-style-type: none"> The number of P4 learners achieving First level will be at least 90% (on track) (increase of 6% from 2018/19 tracking) (5/13 pupils not currently on track) The number of P7 learners achieving Second level will be at least 90% (on track) (increase of 5% from 2018/19 tracking) (4/11 pupils not currently on track) 			
Outcomes	By the end of the session <ul style="list-style-type: none"> Staff will apply relevant findings from Lesson Study collaborative enquiry to improve understanding of appropriate pace and challenge in learning and teaching in numeracy (Cluster Improvement Plan) Teaching staff will have increased confidence and understanding of approaches to teaching mental agility PSAs will have participated in further numeracy training at cluster level (Cluster Improvement Plan) There will be increased numbers of identified learners participating in 6 Minute Seal Identified learners in P4-7 will have participated in extension maths/numeracy groups There will be clarity in priorities and progression in teaching Maths and Numeracy at Second and Third level (P5-S1) (Cluster Improvement Plan) 			
Tasks	By Whom	Resources	Time	Impact/ Progress
Participation in Maths week Scotland (focus on financial education) Numeracy Leadership Team to identify and explore resources and activities to support – focus on financial education Share with staff	<ul style="list-style-type: none"> Laura Macpherson (numeracy co-ordinator) Numeracy Leadership Team to lead 	Financial education resources	<ul style="list-style-type: none"> 1 x L & T meeting to plan (1 ½ hours) 12/09/19 Resources to be shared at ½ x CAT session 20/09/19 Maths week Scotland 30th September -4th October 2019 	

Plan and deliver staff CPD in aspects of mental agility	<ul style="list-style-type: none"> • Laura Macpherson (numeracy co-ordinator) & Lisa Burgess (SEAL Champion) • Numeracy Leadership Team 	<ul style="list-style-type: none"> • CEC Mental Agility • Guidelines • SEAL progressions • SNSA analysis to identify areas of need • Staff survey to identify area of need 	<ul style="list-style-type: none"> • 1 x L & T meeting to plan (1 ½ hours) 05/11/19 • ½ CAT session 15/11/19 	
Numeracy Leadership Team to review impact of interventions & identify next steps and staff training needs	<ul style="list-style-type: none"> • Numeracy Leadership Team 	Survey	<ul style="list-style-type: none"> • 1 hour from CAT session – 27/03/20 • Feedback and next steps – 04/05/20 In Service day 	<ul style="list-style-type: none"> •

Priority 1c	Pedagogy	Overall Responsibility	DHT – Karen Taylor	
Outcomes	By the end of session <ul style="list-style-type: none"> All teaching staff will have participated in cluster lesson study (numeracy) (Cluster Improvement Plan) All staff will have agreed a consistent pedagogical approach and common language of learning to improve outcomes for learners (Cluster Improvement Plan) Forward planning will be streamlined and rationalised Staff will be more strategic in planning across the year, making links across the curriculum to ensure breadth, balance and progression Staff will be able to interpret attainment and tracking data for individual pupils in order to support learning (EDICT) There will be an agreed progression in Play for Nursery to P3 There will be an agreed approach to planning for Play in Primary 1 and 2 Identified staff will have undertaken Edinburgh Learns CLPL, planned and delivered staff training (teach-meets) in relation to key points All staff will have shared practice of one element from Edinburgh Learns CLPL with a colleague Ongoing training needs into aspects of pedagogy will have been identified for session 2020/21 			
Tasks	By Whom	Resources	Time	Impact/ Progress
Teaching staff to create annual planning overview (IDL and curriculum) using the experiences and outcomes Review and adapt at end of session	<ul style="list-style-type: none"> Teaching staff 	Experiences & Outcomes (Science, social subjects, technologies, RME, expressive arts, HWB)	<ul style="list-style-type: none"> ½ In Service Day – 13/08/19 Review at L & T meeting on 21/05/19 	
Whole school tracking system <ul style="list-style-type: none"> Training in EDICT – new CEC tracker Consider tracking of engagement and participation Review EDICT 	<ul style="list-style-type: none"> SLT All teaching staff 	<ul style="list-style-type: none"> EDICT 	<ul style="list-style-type: none"> 1 x 2 hour CAT session 29/11/20 In Service 04/05/20 (1 hour) 	

<p>Review draft Play progression for N-P1</p> <p>Share with staff team</p> <p>Review and revise</p>	<ul style="list-style-type: none"> • DHT (KT) • Play Leadership Team 	<ul style="list-style-type: none"> • Draft Play Progression • Alistair Bryce Clegg Resources 	<ul style="list-style-type: none"> • 1 x L & T (1 ½ hours) Meeting 12/09/19 • Share at ½ CAT session - TBC • ½ CAT 27/03/19 	
<p>Planning for Play in Primary 1 and 2</p> <p>Review and revise</p>	<ul style="list-style-type: none"> • DHT (KT) • P1 and 2 teachers • Play Leadership Team 	<ul style="list-style-type: none"> • Planning format 	<ul style="list-style-type: none"> • 1 x L & T (1 ½ hours) Meeting 05/11/19 • ½ CAT 27/03/19 	
<p>Attend training for Edinburgh Learns</p> <ul style="list-style-type: none"> • Formative Assessment for learning • Differentiation • Skills • Leadership of learning <p>L & T Leadership Team to plan in school teach-meet session for each theme to share key learning from each aspect with staff</p> <p>Teachers to choose one approach as focus for peer SCE</p> <p>Peer to provide feedback and agree next steps</p> <p>Survey staff to identify development needs in relation to pedagogy for session 2020/21</p>	<ul style="list-style-type: none"> • SLT • L & T Leadership Team 	<ul style="list-style-type: none"> • Attend CEC CLPL (own time) • Plan teach-meet session • Shirley Clarke & John Hattie resources • Course resources • Staff to contribute resources for teach-meet session • SCE forms • SLT to provide cover for P1 and 2 in Feb/March • Create survey – Survey Monkey? 	<ul style="list-style-type: none"> • CLPL courses (own time) • 1 x L & T meeting to plan (1 ½ hours) 05/11/19 • 1 x L & T sessions– teach-meet format (15 minutes per area of focus) 21/11/19 • 1 x L & T sessions to plan focus for SCE 14/01/20 • SCE visits – during NCCT in Feb/March • Feedback during NCCT • 1 hour from CAT session – 27/03/20 to review/create survey • Feedback and next steps – 04/05/20 In Service day 	

Review progress and identify next steps			<ul style="list-style-type: none"> • 1 hour from CAT session – 27/03/20 to review progress • Feedback and next steps – 04/05/20 In Service day 	
Specialist language sessions to be timetabled as part of NCCT for most classes from P3-7 at some stage throughout the year	Fiona Good (teacher) Visiting French Teacher & Karen Taylor (timetabling)	NCC Timetable Blocks 1 & 2		
Volunteer staff will run a block of classes for groups of children from P3 (French) and P4 (Spanish) after school	FG, Fiona Shivas & other staff who have attended Erasmus +	Erasmus + materials	6 week blocks at agreed time	

NIF Priority 2 – Closing The Attainment Gap Between The Most And Least Disadvantaged Children

QIs/Themes

- 1.5 Management of resources and environment for learning
- 2.5 Engaging families in learning
- 2.7 The development and promotion of partnerships
- 2.7 Impact on learners
- 3.2 Equity for all learners

Priority 2a	Reduce the attainment and achievement gap for our school	Overall Responsibility	HT	
Measureable outcomes	By using the Leuven scale for involvement, children will indicate an increase in engagement and participation (including wider achievement) between Term 1(baseline) and Term 4			
Outcomes:	By the end of session <ul style="list-style-type: none"> • There will be a clear system for tracking our equity cohort in terms of: attainment, attendance, inclusion/exclusion, participation and engagement including wider achievement 			
Tasks	By Whom	Resources	Time	Impact/ Progress
<ul style="list-style-type: none"> • Youth Worker to continue to support pupils in school (P5-7) 	<ul style="list-style-type: none"> • Spartans Community Football Academy • Alison McCarlie 	£8400	<ul style="list-style-type: none"> • Wednesdays and Thursdays all year 	•
Nurture Groups <ul style="list-style-type: none"> • P1 • Continue previous nurture group to support with transition into P2 • Establish a nurture group in P3 	<ul style="list-style-type: none"> • Brenda Perry, Lesley Watson, Elly Tolmie and Pam Fisher-PSAs • Karen Taylor 	30 hours PSA time from PEF budget	<ul style="list-style-type: none"> • Assembly time to be used for planning- P1 and P3 teachers and PSAs 	•
<ul style="list-style-type: none"> • Seasons for Growth(SFG) to run 	<ul style="list-style-type: none"> • SFG team 	To be covered out of devolved school budget	<ul style="list-style-type: none"> • ½ a day a week for 2 members of staff 	•

throughout the year for targeted groups				
<ul style="list-style-type: none"> Support for learning for identified equity pupils 	<ul style="list-style-type: none"> Teacher (RH/SM) 	<ul style="list-style-type: none"> ½ day a week – teacher PEF fund 	<ul style="list-style-type: none"> ½ day a week – teacher 	<ul style="list-style-type: none">
<p>PEF teacher to organise/facilitate poverty proofing the school day initiatives and track equity cohort wider achievement</p> <ul style="list-style-type: none"> Snack boxes Tracking system Work with Active Schools and other organisations to identify and organise after school opportunities for PEF cohort 	<ul style="list-style-type: none"> TBC – PT to be appointed 	<ul style="list-style-type: none"> ½ day a week – teacher PEF fund 	<ul style="list-style-type: none"> ½ day a week – teacher 	<ul style="list-style-type: none">

NIF Priority 3 Improvement In Children And Young People’s Health And Wellbeing	QIs/Themes 1.2 Leadership of learning 2.2 Curriculum 2.3 Effective use of assessment 2.3 Planning, tracking and monitoring 3.2 Attainment In literacy and numeracy
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Priority 3a:	To improve pupil well being	Overall Responsibility	DHT – Alison McCarlie
Measureable outcomes	By the end of session <ul style="list-style-type: none"> There will be an increase in the number of pupils indicating they feel confident in themselves and their learning. This will be measured against selected SHANNARI indicators using a baseline questionnaire in August 2019 then again in May 2020 for comparison 		
Outcomes:	By the end of session <ul style="list-style-type: none"> Pupils will be more able to discuss how they feel and the strategies they use to improve their resilience Teachers will have a clear understanding of the new progression planners and benchmarks for Health and Wellbeing Teachers will use the new Health and Wellbeing progression planners Training needs in relation to Health & Wellbeing will have been identified Staff will have greater awareness of their own health and wellbeing and approaches to self-care All staff will have increased understanding of trauma informed practice and ACES All staff will be aware of the Authority Included, Engaged, Involved Policy and procedures All staff will have an increased understanding of restorative practice There will be consistency of approach in the use of specific agreed restorative practices across the school 		

Tasks	By Whom	Resources	Time	Impact/ Progress
<p>Introduce CEC Health & Wellbeing progression planners</p> <p>Review and decide how they should be used across stages</p> <p>Review progress</p> <p>Identify ongoing training needs</p>	<ul style="list-style-type: none"> • DHT – AM 	<ul style="list-style-type: none"> • CEC HWB planners • Bonaly planners (as guide) • Baseline SHANNARI questionnaire for pupils 	<ul style="list-style-type: none"> • 1 x CAT session (23/08/19) • ½ CAT session to review progress 27/02/20 • Feedback 04/05/20 	<ul style="list-style-type: none"> •
<p>3 Units of Building Resilience programme covered over the session</p> <ul style="list-style-type: none"> • Look on the Bright Side • Be Kind to Others • Have a Goal 	<ul style="list-style-type: none"> • DHT - AM 	<p>Building Resilience Programme;</p> <ul style="list-style-type: none"> • Launch assembly x 3 • Reflection assembly x 3 • Sharing assembly x 3 • Parent and carer leaflet x 3 • Books purchased for each unit 	<p>August 2019 - June 2020</p>	<ul style="list-style-type: none"> •
<p>An introduction to ACE Awareness and trauma informed practice</p> <p>Included, Engaged, Involved Policy and Practice</p>	<ul style="list-style-type: none"> • HT 	<ul style="list-style-type: none"> • Edinburgh Learns HWB document + ACE study resources & presentation • Included Engaged Involved documentation and links on 365 	<ul style="list-style-type: none"> • 2 hours from In Service Day – 21/10/18 • 1 hour from in service day 21/10/19 	<ul style="list-style-type: none"> •

<p>Restorative Practice</p> <ul style="list-style-type: none"> • Identify key aspects of practice • Introduce chosen aspects across the school • Monitor • Repeat • Evaluate and identify next steps • Start to review school Positive Behaviour Policy and Relationships – consider how to consult school community • Book group to discuss professional reading 	<ul style="list-style-type: none"> • HT • HT and interested staff 	<ul style="list-style-type: none"> • Paul Dix 'When the Adults Change Everything Changes' • Pivotal Podcasts • Cover for teachers involved in monitoring (learning walks) 	<ul style="list-style-type: none"> • 2 x ½ In service Day 12/08/19 & 07/01/20 • Learning walks – October & March • ½ CAT session to review progress 27/02/20 • Feedback 04/05/20 • Business meeting to share tips • Monthly – own time 	<ul style="list-style-type: none"> •
<p>Staff health and wellbeing focus</p> <p>Survey staff to identify area of focus and use to plan January In Service day</p>	<ul style="list-style-type: none"> • DHT – AM • 	<ul style="list-style-type: none"> • Claire Lavelle – Hive of Wellbeing training (1/2 day) 	<ul style="list-style-type: none"> • In Service day 08/01/20 	<ul style="list-style-type: none"> •

Priority 3b:	To promote learner participation	Overall Responsibility	SLT	
Measureable outcomes	By the end of session <ul style="list-style-type: none"> By using the Leuven scale for involvement children will indicate an increase in engagement and participation. Comparisons of the scale will be made prior to and at end of Citizenship Groups and Children's Rights work. 			
Outcomes:	By the end of session <ul style="list-style-type: none"> All pupils in P4-7 will have participated in Citizenship Groups All pupils in P1-3 will have received lessons in Children's Rights All classes will have created and used a pupil friendly Leuven Scale Pupil participation and engagement will be tracked (cf. EDICT) Through self-evaluation, staff and pupils will have identified areas of strength and development needs in relation to Learner Participation for the following session Bonus ball group conversations will have included pupil views in relation to improvement plan priorities 			
Tasks	By Whom	Resources	Time	Impact/ Progress
Citizenship Groups P4-7 – review, revise and implement Continue with Introduction to Rights lessons in P1-3 Review progress & identify next steps	<ul style="list-style-type: none"> SLT Teaching staff 	<ul style="list-style-type: none"> Gather evidence re: citizenship groups Children's Rights pack 	<ul style="list-style-type: none"> ½ CAT 20/09/19 In Service day 04/05/20 	
Pupil Council	<ul style="list-style-type: none"> DHT - KT 	<ul style="list-style-type: none"> Regular pupil council meetings 	Dates tbc	

<p>Create Pupil Friendly Leuven Scale</p> <p>Implement with classes</p> <p>Review and feedback</p>	<ul style="list-style-type: none"> • SLT (AM) • Staff with pupils 	<ul style="list-style-type: none"> • Leuven scale 	<ul style="list-style-type: none"> • In Service Day 21/10/19 – 1 ½ hours • Review as part of CAT on 27/02/20 	
<p>Whole school tracking of learner engagement and participation (linked to EDICT – see above)</p>	<ul style="list-style-type: none"> • SLT • All teaching staff 	<ul style="list-style-type: none"> • EDICT • Active Schools Link – reports on participation 	<ul style="list-style-type: none"> • As part of 2 hour CAT session 29/11/20 • In Service 04/05/20 (1 hour) 	
<p>Engage with self-evaluation in relation to Learner Participation document</p> <p>Identify areas of strength and development needs to feed into Improvement Plan 2020/21 and beyond</p>	<ul style="list-style-type: none"> • SLT • All staff • Learners • Parents – consult through Parent Council (WFF) and or focus groups/survey 	<ul style="list-style-type: none"> • Learner Participation 3-18 • HGIOurS Part 1 and 2 	<ul style="list-style-type: none"> • Bonus Ball conversations across the year • Pupil focus groups • Parent groups • In Service day 04/05/20 	