



**Lochgelly West PS and Nursery
Improvement Plan
Session 23/24**

National Improvement Framework Priority: Improvement in children and young people's health and wellbeing				
Focused Priority 1: (ELC and school)				
Developing a whole school approach to mental wellbeing across the school community through;				
<ul style="list-style-type: none"> Providing professional learning for staff and the development of an inclusive framework to ensure that children, families and staff have high levels of positive mental health wellbeing. Creating a clear and consistent approach from all staff to meeting mental wellbeing (MW) needs across the school as part of our inclusive practice. 				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
KEY 1.2 Leadership of learning 1.4 Leadership and management of staff 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion.	RELEVANT 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.1 Safeguarding and child protection 2.2 Curriculum 2.5 Family learning 3.2 Raising attainment and achievement	KEY 1.2 Leadership of learning 1.4 Leadership and management of practitioners 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion.	RELEVANT 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.1 Safeguarding and child protection 2.2 Curriculum 2.5 Family learning 3.2 Securing children's progress	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>All staff clear on actions and interventions for children's MW linked to the wellbeing indicators ensuring we're getting it right for every child.</p> <p>Most children are able to self-regulate through their highly developed emotional literacy and empowered to support their own MW.</p> <p>All staff have an increased awareness of MW both personally and professionally to ensure they are meeting our children's mental wellbeing needs and</p>	<p>Wellbeing warriors identified from each class to share strategies for framework</p> <p>Professional Knowledge & Development of Staff</p> <ul style="list-style-type: none"> Use of national audit tools SAMH – Mental Health Training On their own wellbeing Adaptation of Professional Learning Resource from Education Scotland Emotion Works <p>Whole School Focus using Glasgow Wellbeing & Motivation Profile (GWMP) to develop knowledge of wellbeing indicators</p> <p>Development of referral process from class/SfL/Nurture teachers</p> <p>Weekly check-ins between NT, SLT and SfL – linking to class teacher consultations and PSAs.</p>	<p>DHT and class teachers</p> <p>AHT, DHT, class teachers, EYOs and PSAs</p> <p>SfL teacher, nurture teacher, SLT</p> <p>Nurture teacher, class teachers, children's action groups</p>	<p>Quantitative and Qualitative data will be collated and analysed, including;</p> <p>Observations SLT classroom/playroom observations SfL consultations Monitoring use of wellbeing strategies Understanding of wellbeing indicators</p> <p>People's Views Parent/carer feedback Self-evaluation findings from staff Pupil Focus Groups Wellbeing warriors feedback</p> <p>Data Leuven scale data analysis GMWP data analysis QI data QI posters on changes in behaviour</p>	<p>Review end of each term</p> <p>Baseline data – June inset Review end of each term</p> <p>Allocated time in session 23/24 inset days and QA calendar Regular self-evaluation over session</p> <p>Start term 1 and continuing over each term, added to QA calendar</p> <p>Start term 2</p>

<p>increasing their readiness to learn.</p> <p>Through an improved knowledge and understanding of MW across the school community, universal and targeted supports will be more robust to support needs of our children and improve outcomes.</p>	<p>Looking outwards to other setting for examples of effective practice and how they may be adapted to use in our context</p> <p>Implement interventions for individuals, groups, classes, families, using emotion works, Boxall Profile, seasons for growth</p> <p>Children’s action group created to consult on positive relationships and positive behaviour policy</p> <p>Home activities, parent/carers workshops website, displays</p> <p>Development of Inclusive Framework linked to Mental Wellbeing,</p>	<p>SLT, Sfl teacher, nurture teacher</p> <p>SLT, Sfl teacher, nurture teacher, PSAs, EYOs</p> <p>Children’s action groups, house captains, nurture teacher, EYLO</p> <p>SLT, Sfl teacher, nurture teacher, PSAs, EYOs</p> <p>Children’s action groups, wellbeing warriors, nurture teacher and SLT</p> <p>Children’s action groups, nurture teacher, SLT</p>	<p>Creation of mental wellbeing framework</p> <p>Analysis of parent/carers engagement with activities/strategies</p> <p>Measure impact of interventions and triangulate data with children’s, staff and families views, observations</p> <p>Impact analysis of above to inform next steps.</p>	<p>Start term 1</p> <p>Start term 2</p> <p>Start term 2</p> <p>Start term 2</p> <p>Start term 3</p> <p>Ongoing and completed by June 2024</p>
--	--	--	--	---

Ongoing Evaluation

Empty content area for Ongoing Evaluation

National Improvement Framework Priority:				
<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy. 				
Focused Priority 2: (school)				
<ul style="list-style-type: none"> Staff will develop the LWPS lesson cycle through professional learning and dialogue to improve learning and teaching and ensure consistency of approach across the school. 				
HGIOS4 Quality Indicators				
KEY			RELEVANT	
1.2 Leadership of learning			1.1 Self-evaluation for self-improvement	
2.3 Learning, Teaching & Assessment			1.3 Leadership of change	
3.2 Raising attainment and achievement			2.2 Curriculum	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
All staff have a clear understanding of learning and teaching expectations at LWPS resulting in a consistent approach across the school leading to most children making good progress in learning.	Enhance use of Thinglink to share resources, professional learning and relevant documentation linked to school lesson cycle.	AHT, DHTs	Quantitative and Qualitative data will be collated and analysed, including; Observations SLT classroom observations Jotter Monitoring Planning & Tracking Discussions SfL consultations People's Views Parent/carer feedback Parent Council feedback Self-evaluation findings from staff Pupil Participation Groups Data ELips data analysis CfE declarations/predictions analysis NSA and regular assessment data analysed P1 BASE data analysis QI data	Start Term 1
	Develop planned approach with staff leading on elements of the lesson cycle	AHT, DHT, then identified leads from consultations.		Regular self-evaluation over session
	Develop use of Local Authority planning formats	Teachers		Review end of each term
	Use of Westie Wonderwall to use questions form HGIOurS? on learning & teaching	SLT and class teachers		Start Term 2
	Professional Knowledge & Development of Staff <ul style="list-style-type: none"> Self-Evaluation using challenge questions in HGIOS4? Identification of own development needs Differentiation on PL focusing on staff strengths and skills Workshop for Literacy and writing focus from Cluster PT 	DHT, class teachers,		Allocated time in session 23/24 <ul style="list-style-type: none"> inset days QA calendar
Creation of a learning and teaching policy	DHT and identified leads	Start term 3		
Ongoing Evaluation				

National Improvement Framework Priority:				
<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy. 				
Focused Priority 3: (ELC)				
<ul style="list-style-type: none"> Practitioners will enhance their understanding of early language development to improve outcomes for our learners. 				
HGIOELC Quality Indicators				
KEY			RELEVANT	
1.2 Leadership of learning 2.3 Learning, Teaching & Assessment 3.2 Raising attainment and achievement			1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.2 Curriculum	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
All staff have a clear understanding of early language development resulting in a consistent approach across the playrooms leading to improved outcomes for almost all children in the nursery setting.	<p>Develop planned approach with staff leading on elements of SEIC literacy document.</p> <p>Further develop use of LA literacy trackers</p> <p>Professional Knowledge & Development of Practitioners</p> <ul style="list-style-type: none"> Self-Evaluation Focus on elements of SEIC document Further develop understanding of Fife SALT Communication Handbook National Module - revisit <p>Family Learning Focus on Early Literacy</p> <ul style="list-style-type: none"> Stay and play sessions, rhyme time, family time, on Seesaw, school website, use of 50 things to do before you're five app 	<p>AHT, DHTs, EYLO and EYOs</p> <p>DHT, Nursery Teacher and EYLO</p> <p>Nursery Teacher and EYOs</p> <p>DHT, EYOs and EYLO,</p>	<p>Quantitative and Qualitative data will be collated and analysed, including;</p> <p>Observations SLT playroom observations PLJ monitoring Floorbook monitoring Tracking conversations</p> <p>People's Views Parent/carer survey Self-evaluation findings from staff Pupil Voice Sessions</p> <p>Data ELips data analysis CfE declarations analysis P1 BASE data analysis (retrospect) QI data Tracking conversations</p>	<p>Regular self-evaluation over session</p> <p>Review at tracking conversations</p> <p>Allocated time in session 23/24</p> <ul style="list-style-type: none"> inset days QA calendar <p>Start Term 2</p>
Ongoing Evaluation				