



# Wormit Primary School and Nursery Class School Improvement Plan 2022-23

Drafted in June 2022 Published in Sep 2022

**Respect, Friendship, Equality, Excellence, Courage, Determination, Inspiration**

## **Context**

This document should be read alongside the Standards and Quality Report.

Session 2021-22 has been a complex year for the school but productive in terms of us gaining a good understanding of the needs of our school in light of the long term effect of pandemic restrictions and the short term difficulties but long term gain of extensive building work.

Our work in session 2021-22 (including a Child Protection Audit) has led to the establishment of these Improvement Priorities for this coming year:

- Learning and Teaching in Writing P1-7
- Ensure Quality Personal Learning Planning in Nursery
- Progression in French (1+2) – P1 to P7
- Development of a Whole School approach to Sexual Health, Parenthood, Relationships and Behaviour and Anti-Bullying P1-7

In devising our Actions plans, we are taking into account the need to fully recover from the building work in term 1 – an investment of time which will impact positively in the long run.

In session 2022-23, we will also be working to re-establish our pre-pandemic good practice in Parental Engagement. More details is available in the report of our learning partnership: [Wormit-LP-Report-May2022.pdf \(glowscotland.org.uk\)](#) This is not an improvement priority as it is not new work but a return to the standards of before.

**Action Plan 1: Learning and Teaching in Writing P1-7**

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Resources	How we will gather evidence of our success/what evidence will we gather?	Responsible People
<p>We recognise the need for consistent teaching of writing through the school and to ensure opportunities for those whose attainment has been affected by school closures to close the gap.</p>	<p>Pilot the first level pathway we devised last year. Develop this pathway into Early and Second level. In doing this we will have professional conversations which will support our consistent pedagogy and shared understand and capture this for the future.</p> <p>Three staff members are going to be part of Fife Council’s model for improvement QI work – we expect this to impact positively on practice and attainment.</p>	<p>Attainment in writing will move into line with attainment in other areas.</p> <p>We will have a progressive pathways which reflects consistent practice through the school. This will impact on learners as a consistency of approach will support good pace in learning and ensure that next steps are met moving into the next year group. The lesson’s learnt from the moel for improvement QI work will feed into this process to support raising attainment at a whole school level.</p>	<p>First Level Pathway will be piloted from August 2022.</p> <p>This will be evaluated with first level teachers at tracking meetings in term 1 and 2.</p> <p>Work on Early and Second will take place in term 3 and 4.</p> <p>Model for Improvement Session are across Sep 2022 – Jan 2023</p>	<p>Professional Discussions</p> <p>Classroom observations</p>	<p>All teaching staff</p>
					<p>Links to HGIOS4: 3.2 Raising Attainment and Achievement/ Securing Children’s Progress</p>
					<p>NIF Priority: Improvement in Attainment, particularly in numeracy and literacy</p>
					<p>NIF Driver: School Improvement</p>

**Action Plan 2: Ensure Quality Personal Learning Planning in Nursery**

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Resources	How we will gather evidence of our success/what evidence will we gather?	Responsible People  Lucy Jess, Jamie Rose and Nursery Team
<p>The Care Inspectorate have published new documentation which we have not yet engaged with.</p>	<p>Engage with Care Inspectorate guidance.</p> <p>Ensure we have a shared understanding of the guidance and of where each part of a child's plan is stored and how it is accessed.</p>	<p>The team will be familiar with the guidance and with how it applies at Wormit PS. All children will have plans which meet the full expectations of the document and which evidence progress through quality observation comments. Their plans will support us to ensure their learning is at the right level for them.</p>	<p>Care Inspectorate Guidance.</p> <p>Time on Inset Days and before and after school days.</p> <p>This work will likely be completed by Christmas 2022</p>	<p>Observation of PLJs etc will show that the expectations of the document are being met.</p>	<p>Links to HGIOELC: 3.2 Securing Children's progress</p>
	<p>Ensure shared understanding of how personal planning links into our responsive planning and of quality recording of observations.</p>				<p>NIF Priority: . Improvement in attainment, particularly in literacy and</p>
	<p>Look outwards to other settings.</p>				<p>NIF Driver: Assessment of children's progress</p>

**Action Plan 3: Progression in French (1+2) P1-P7**

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Resources	How we will gather evidence of our success/what evidence will we gather?	Responsible People	
<p>To ensure we meet the requirements of the Scottish Government's 1+2 initiative.</p>	<p>Engage together over Fife's French progression pyramids</p>	<p>The P5 cohort (in August 2022) will achieve second level in French by end of P7 and subsequent years will do the same.</p>	<p>We will work upon this throughout the school year – this will be a three year plan.</p>	<p>Observation of lessons Feedback from parents Assessment of pupils Professional discussions</p>	<p>Sarah Purves – single point of contact for 1+2</p>	
	<p>Engage with cluster colleagues in line with the Madras Cluster improvement plan</p>				<p>Madras Cluster event on November inset day</p>	<p>Teaching Team and EYO team</p>
	<p>Engage with parents to seek expertise in teaching French and to involve them in their child's French learning at school</p>				<p>Links to HGIOs: 2.2 Curriculum</p>	
	<p>Establish that we are a 'French School' build in daily and assembly routines in French as well as stand alone lessons.</p> <p>Create a bank of resources including those that will allow children to hear native French speakers.</p>				<p>NIF Priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver: Teacher Professionalism</p> <p>Parental Engagement</p>	

**Action Plan 4: Development of a Whole School approach to Sexual Health, Parenthood, Relationships and Behaviour and Anti-Bullying P1-7**

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Resources	How we will gather evidence of our success/what evidence will we gather?	Responsible People  Teaching Team PSA Team Lucy Jess will take lead
<p>Our current Relationships, Sexual Health and Parenthood programme is linked to Living and Growing and is out of date. We recognise the need to engage with modern resources to plan a curricular programme which meets the needs of our school and update the related policies – Relationships and Behaviour and Anti-Bullying.</p>	<p>Use the Glasgow Wellbeing Profile as a tool to collect pupils' voice.</p>	<p>We will have a P1-7 RSHP programme which parents will have clear knowledge of and which will support progress through this area of the wellbeing curriculum ensuring children have their entitlement to learning and that they are prepared for the future by having the knowledge and understanding they will need.</p>	<p>Work on this will begin in term 2 and be completed by the end of term 4.</p>	<p>Glasgow wellbeing tool – start and end</p>	<p>Links to HGIOS4: 2.2 Curriculum 3.1 Ensuring Wellbeing, Equality and Inclusion</p>
	<p>Engage with the RSHP website to create a programme that fits the needs and context of our school and community.</p>	<p>ensuring children have their entitlement to learning and that they are prepared for the future by having the knowledge and understanding they will need.</p>	<p>Work on this will begin in term 2 and be completed by Feb half term</p>	<p>Parental engagement – surveys and focus groups</p>	<p>NIF Priority:  Improvement in children and young people's health and wellbeing</p>
	<p>Develop and capture policy relating to relationships and behaviour and anti-bullying – this will include engagement with Respect Me, awareness raising of the protected characteristics identified in the Equality Act 2010 and consultation with parents.</p>	<p>We will have shared understanding of our approaches to developing strong relationships within school, promoting positive behaviour and we will have an ethos of zero tolerance towards bullying or behaviour that does not respect diversity.</p> <p>Our current high standards of behaviour will sustain.</p>		<p>School record keeping on behaviour incidents and bullying incidents</p>	<p>NIF Driver: School Improvement</p>