



Wormit Primary School and Nursery Class School Improvement Plan 2023-24

Drafted in June 2023, Published 25th September 2023

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

Context

This document should be read alongside the Standards and Quality Report. It has been written with consideration to the evidence noted in that document. Our work in session 2022/23, analysis of data and understanding of the current educational context and national priorities has led to the establishment of these Improvement Priorities for this coming year:

- Learning, Teaching and Assessment in Writing P1-7
- Development of a P1-7 Relationships, Sexual Health and Parenthood Programme of Study
- Development of a positive Relationships and Behaviour and Rights Respecting Ethos Nursery-P7
- Develop Learning, Teaching and Assessment Routines in Nursery

The school is well placed to drive these improvements forward and to forge greater links within the Joint headship by working more closely with Balmerino PS and Nursery – our partner school.

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

Rationale: Through the evidence gathered to inform the Standards and Quality Report 2023 and the Learning Partnership Report of February 2023, we recognise the need to continue to develop our pedagogy of writing to ensure consistent standards and that attainment in writing is consistent with attainment in other areas of literacy.				
National Improvement Framework Priority: Improvement in Attainment, particularly in numeracy and literacy				
Focused Priority: Develop a Suite of Writing Approaches to be used consistently in P1-7				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
3.2 Raising Attainment and Achievement 2.3 Learning, Teaching and Assessment			N/A	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Across the school, attainment in writing will improve to be in line with attainment in other literacy areas.</p> <p>Improvements in presentation, spelling, grammar and punctuation will be evident in all pupils' jotters.</p> <p>Evidence of all children knowing how to improve their writing will be evident through their jotters and through focus group discussions.</p> <p>An increased number of children will have experienced a Model for Improvement led writing approach – this will have enhanced their understanding of expectations for tools for writing and positively impacted on attainment</p>	<p>Team up with Balmerino PS staff to share good practice across the two settings with a view to establishing a suite of writing approaches:</p> <ul style="list-style-type: none"> • Model for Improvement (lead: Jen Smith, Debbie Dyer and Jamie Rose, Lucy Jess) • The Write Stuff (lead: Cara Diplexcito) • Workshop for Literacy approaches (lead: Lucy Jess) • Writing for a Reason (lead: Claire MacLean) • Use of Assessment Resources produced by Pedagogy Team (lead: Karen Napier) <p>Further develop approaches to assessment against the Benchmarks and to providing effective feedback (lead: Lucy Jess)</p> <p>Establish whole school progression around spelling, grammar and punctuation (lead: Lucy Jess)</p>	<p>All teachers will have the responsibility to develop their practice within these approaches. Leads for each area are recorded under strategic actions.</p> <p>Lucy Jess and Jill Orr will attend Model for Improvement Wave 9</p>	<p>Pupil surveys on attitude to writing.</p> <p>Pupil banks of evidence</p> <p>Professional discussions with staff</p> <p>Attainment as recorded in TRAMS</p> <p>Data from Model for Improvement projects</p>	<p>Work on this will begin in Term 2 but the bulk of it will be carried out in Terms 3 and 4.</p> <p>By end term 4 we will have a clear expectation of pedagogical approaches in place.</p> <p>All meetings will be held as per school calendar and in line with working time agreement.</p>

Ongoing Evaluation for Priority 1

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Action Plan 2: Development of a P1-7 Relationships, Sexual Health and Parenthood Programme of Study

<p>Rationale: We are continuing the work begun last year. The rationale for this work being started last year was that the existing Relationships, Sexual Health and Parenthood programme was linked to Living and Growing and was out of date. We recognised 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>National Improvement Framework Priority: Improvement in children and young people's health and wellbeing</p>				
<p>Focused Priority: Staff will develop and follow a cohesive programme for learning and teaching within RSHP. Pupils will experience progressive learning in this area and parents will be better informed about their child's learning within these Experiences and Outcomes.</p>				
<p>HGIOS4 Quality Indicators</p>			<p>HGIOELC Quality Indicators</p>	
<p>2.2 Curriculum 3.1 Ensuring Wellbeing , Equality and Inclusion</p>			<p>N/A</p>	
<p>Expected Impact</p>	<p>Strategic Actions Planned</p>	<p>Responsibilities</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>Timescales</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. All P1-7 children will receive their entitlement to learning in this curricular area and almost all will be able to articulate ways to keep themselves safe, hygienic and healthy in relationships and as they approach puberty as well as displaying knowledge of reproduction and how to be a parent (age and stage appropriate).</p>	<p>Continue to engage with the RSHP website to create a programme that fits the needs and context of our school and community.</p>	<p>Teaching Team PSA Team Lucy Jess will take lead</p>	<p>Parental engagement – surveys and focus groups</p> <p>Staff dialogue</p> <p>Pupil focus group discussions and teacher feedback from lessons</p>	<p>The 3 year programme will be finalised by Christmas 2023.</p> <p>Year 2 will be taught from September 2023</p> <p>All meetings will be held as per school calendar – linked to working time agreement</p>

Ongoing Evaluation of Priority 2

Action Plan 3: Further Development of a positive Relationships and Behaviour and Rights Respecting Ethos (Nursery-P7)

<p>Rationale: We began (but did not conclude) some work on de-escalation last session. We recognise the need to further develop our skills and understanding in this area to enhance our policy and practice with regards to Relationships and Behaviour. We recognise the need to better engage with the United Nations Convention on the Rights of the Child to ensure our whole school has a rights respecting ethos. We recognise the need to develop an anti-bullying policy and associated practice.</p>				
<p>National Improvement Framework Priority: Improvement in children and young people's health and wellbeing</p>				
<p>Focused Priority: There will be an increased understanding of the Rights Respecting Ethos – shared by staff, pupils and parents.</p>				
<p>HGIOS4 Quality Indicators</p>		<p>HGIOELC Quality Indicators</p>		
<p>3.1 Ensuring Wellbeing, Equality and Inclusion</p>		<p>3.1 Ensuring Wellbeing, Equality and Inclusion</p>		
<p>Expected Impact</p>	<p>Strategic Actions Planned</p>	<p>Responsibilities</p>	<p>Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i></p>	<p>Timescales</p>
<p>Instances of children experiencing dis-regulated behaviour and associated incidents will decrease.</p> <p>All children will learn and play within a Rights Respecting Ethos supporting positive experiences and wellbeing.</p>	<ul style="list-style-type: none"> • Re-visit Relationships and Behaviour audit. • Share Learning from last sessions de-escalation training with all staff. This will likely be done in partnership with Balmerino. (Key staff are: Jamie Rose, Cara Diplexcito, Sarah Purves, Clare Henderson). • 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 • Engage with Unicef Resources to develop regular routines to discuss rights with children. As a staff, explore rights respecting ethos using the 'What would your workplace feel like if...' approach. 	<p>Teaching Team PSA Team EYOs</p> <p>Jamie Rose has the lead on de-escalation</p> <p>Lucy Jess has the lead on writing policies and ensuring consultation with parents and pupils as well as with staff</p>	<p>De-escalation audit and follow up</p> <p>School Record keeping</p> <p>Professional Dialogue</p> <p>Parental Feedback (surveys)</p> <p>Pupil Feedback – focus groups</p>	<p>Work on this will begin in term 1 and be completed by the end of term 3. All meetings will be as per school calendar and working time agreement.</p>

Ongoing Evaluation for Priority 3

Action Plan 4: Develop Learning, Teaching and Assessment Routines in Nursery

Rationale: We all recognise that we are still embedding teamwork within a relatively newly formed staff team and there have been a lot of staff changes. We wish to have the best routines in place to support Learning, Teaching and Assessment and to Secure Children's Progress.				
National Improvement Framework Priority: Improvement in Attainment, particularly in numeracy and literacy				
Focused Priority: Establishment of strong routines to support Learning, Teaching and Assessment and to Secure Children's Progress				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
N/A		2.3 Learning Teaching and Assessment 3.2 Securing Children's Progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>PLJs will be maintained to a consistent standard by all staff.</p> <p>All PLJs will have an agreed number of observations recorded each month and there will be a shared understand of the pro-rata agreement for those in shared placements.</p> <p>For children in a shared placement – we will have a joined up picture of their learning – this could include following up on an interest expressed in the other setting to support them to be engaged and make best progress.</p> <p>Interests and PLODs will be followed up consistently to ensure all children are actively involved in learning and making best progress.</p>	<p>Develop a shared understanding of expectations for recording observations and children's progress in PLJs with particular reference to quality, quantity and shared working.</p> <p>Develop a shared calendar to establish key dates for PLJ monitoring, parent chats, setting and evaluation of next steps, SLT observations and feedback and tracking meetings.</p> <p>Develop routines to put interventions (led by peri-teacher) in place for those pupils for whom we have concerns about their progress.</p> <p>Develop better routines to link with other settings where children have shared placements.</p> <p>Further develop responsive planning routines to ensure all interests and PLODs are followed up.</p>	<p>Lucy Jess (Lead) EYO Team Peri-Teacher Jamie Rose</p>	<p>Observation in Nursery</p> <p>PLJ monitoring</p> <p>Dialogue with other settings</p> <p>Responsive Planning Sheets</p> <p>Records of Tracking meetings</p> <p>Responsive Planning Sheets and Notes of Meetings.</p>	<p>Work on this will begin in term 1 and be ongoing – meetings planned as per school calendar</p>

Ongoing Evaluation for Priority 4