Education – Improvement Planning Document 2023-24

Wemyss Bay Primary School and Nursery Class

Establishment Name:

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Signatures:

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| Acting Head of Establishment | Lynne Cushnahan | Date | June 2023 |

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| Quality Improvement Officer | Alison McLellan | Date | June 2023 |

Our Vision, Values and Aims

**Vision**

Our vision is that Wemyss Bay Primary School and Nursery Class will be a happy, ambitious and effective learning community where everyone works together to ‘Get it Right for Every Child’.

**Values**

• Respect (UNCRC Articles 2, 12 and 14)  
• Equality (UNCRC Articles 2, 23 and 27)  
• Achievement (UNCRC Articles 13, 28 and 29)

• Commitment (UNCRC Articles 15 and 31)

• Honesty (UNCRC Articles 12 and 17)

**Aims**

To actively develop our children’s attitudes, skills and knowledge to enable them to become lifelong successful learners.

To provide regular, planned opportunities for our learners to develop responsibility for and confidence in their learning.

To support all members of our school community to make effective contributions within their learning and to all aspects of school life.

To provide our children with the knowledge and social skills to enable them to be responsible citizens within our school, local community and beyond.

To create an environment where everyone is safe, nurtured and respected, is encouraged to be healthy, active and responsible, is challenged to achieve and where equity of opportunity is a priority to enable everyone to be included.

Aspirational Pupil Attributes

**At Wemyss Bay Primary School and Nursery Class, we aspire for our pupils to be:**

•  Self-aware and aware and accepting of others, always striving, and encouraging others, to be the best version of themselves

•  creative critical thinkers who are independent and inquisitive, willing to take on challenges and actively seek to develop new knowledge and skills

•  resourceful, resilient problem solvers, able to be open-minded to the best possible solution

•  digitally literate with an understanding of the usefulness and impact of technologies on daily and work place living

•  flexible and adaptable, with the ability to adjust to shifting expectations

•  confident and effective communicators with the skills to understand, respect and work with others

•  globally aware citizens who embrace diversity

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2023-2024

Session 2024-2025

Session 2025-2026

Wemyss Bay Nursery Class outcomes and tasks are highlighted in blue.

Overview of rolling three year plan

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| **National Priorities** | Session 2023-2024 | Session 2024-2025 | Session 2025-2026 |
| Improvements in attainment, particularly in literacy and numeracy | Complete Curriculum Rationale and refresh associated policies  Continue to build Reading Culture.  Develop approaches to Talking and Listening  Use of ‘I can’ toolkit in Nursery to identify speech and language concerns  Writing – focus on spelling, pedagogy and assessment  Play Pedagogy – embed in P.1 and P.2  Embed learning journals in nursery.  Use of Up, Up and Away for children with communication difficulties. | Evaluate curricular provision against rationale and refine accordingly  Embed planning processes and policies  Embed Talking and Listening pedagogy.  Play Pedagogy developed into Primary 3 | Revisit planning processes and policies in Numeracy across the school.  Play Pedagogy across the stages. |
| Closing the attainment gap between the most and least disadvantaged children | Build on systematic approaches to assessment – interrogation of quality data  Visible Learning focus – the language of learning  Complete SfL policy and refine interventions  Introduce Curriculum Cafes for parents. | Implement and evaluate Support for Learning policy and interventions  Embed revised Visible Learning plan  Develop Curriculum Cafes | Continue to evaluate support for learning policy |
| Improvement in children and young people's health and wellbeing | Adapt approach for tracking Wellbeing  Continue Wellbeing Groups  Use of JIGSAW wellbeing programme  OL – further develop progression and partnerships  Single Agency planning  Nurture – two principles  Community projects  Implement Autism Plan, incorporating Communication Friendly Schools practices  PAThS training and implementation in Nursery, working with partners.  Visuals used to promote independence.  Parents in Nursery at drop off/pick up. | Evaluate Wellbeing groups  Nurture – two principles  Increased involvement in community projects  Evaluate and revise Autism Plan | Seek further partnerships to deliver HWB curriculum  Embed Autism Plan |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Digital Schools Award pathway  Introduce further Leadership opportunities for pupils  Tracking system for wider achievements to be increasingly systematic  Skills progression framework to be introduced  Cluster priority – developing the young workforce (Gen x project)  Nursery purchase of kiddi zoom camera. Also new apps for whiteboard. | Implement results of audit from Digital Schools Award  Embed DL pathways  Develop partnerships with WCS and local employers  Embed system for wider achievements  Embed skills progression framework. | Continue to embed skills progression framework. |
| Placing the human rights and needs of every child and young person at the centre of education | Achieve Rights Respecting School Gold Award.  Implement Racial Literacy through the curriculum.  Nursery to continue book of promises. Characters on display within playroom and Rights visuals displayed for staff. | Maintain Rights Respecting School Gold Award.  Embed Racial Literacy links | Rights Respecting School Gold Award.  Embed Racial Literacy links |

\*Black – school, Blue – nursery, green - whole establishment

*Stakeholder’s views*

How were stakeholders views collected?

Staff views are collated through ongoing staff evaluation process.

Pupil views are gathered through House Captains and Vice Captains providing views of others.

Stakeholders views were collected by discussion at a Parent Partnership meeting as well as through our Pupil Participation Groups.

How was PEF spend consulted on?

Stakeholders views were collected by discussion at a Parent Partnership meeting.

Staff were involved through Teaching staff meetings and Support staff meetings to gather their views.

Pupil involved through House group discussions.

Plan –Session 2023-2024

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracy  - | | |
| **NIF Driver**    School Improvement  Assessment of children's progress | HGIOS/ELC QIs  3.2 Raising attainment and achievement  2.3 Learning, teaching and assessment | **UNCRC**  Article 28: (Right to education):  Article 12 (Respect for the views of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Reading was a focus last year although the data is showing this is still an area for improvement. Most classes increased reading for pleasure within their class but there is a need to look more deeply at the skills for reading. With currently 78.8 % of learners achieving the expected reading level, this is something we can improve on, giving reluctant readers more opportunities to read, not just novels, and guiding this process to prevent the gap widening. The pupils are excited for the new school library and have shared their views on having a variety of reading materials and other ways to enjoy stories, e.g listening booth, comics, non-fiction texts.  Across the school, 35% of learners have a reading age of 12+ years. Analysis of available data has confirmed this dip of 11% has been significantly impacted by cohort profiles.  By May 2023, the percentage of pupils achieving the appropriate Curriculum for Excellence attainment level in numeracy and maths increased to 88.5% which includes 100% of the learners achieving First Level in P.4. Across the school 83.2% of learners are on track or beyond in numeracy. This is consistent with attainment last session but 12% fewer pupil are beyond expectation in numeracy which raises questions about challenge in numeracy.  Play pedagogy was successfully extended into P2 in both indoor and outdoor settings. Whist the number of leaners on track in their learning has been sustained, there has been a dip in learners beyond expectation in their learning, again suggesting a focus on challenge within the context of play may be appropriate. We aim to increase the number of children beyond expectation in primary 1 and 2.  To develop the Play strategy within the school we plan to create a STEM to capture the interests of our learners. This will include pupils leadership as they support the planning and implementation process.  Nursery parents have been increasingly logging in to their child’s journal but there have been few interactions or comments. The Nursery will embed use of journals and promote increased two way communication from parents. We aim to see an increase in parental comments within the journals. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| By June 2024 the number of pupils on track or beyond in reading across the school will increase from 78.8% to 83%.  By June 2024, all classes and nursery children will be visiting the new library space fortnightly to engage in reading lessons, further developing reading attainment.  By June 2024, number of pupils on track or beyond in in numeracy across the school, will increase from 83.2% to 86%  By June 2024, there will be an increase in parental comments and dialogue through the Leaning Journals in the Nursery, with 30% of families contributing. | |
| ​**If PEF spend is supporting – how much and what?** | |
| £500 - Sumdog  £1000 – STEM development | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Continued focus on high quality reading provision:   * Participate in Inverclyde literacy framework training and introduce to staff across nursery and school * Develop new library space * Purposeful use of Library space including timetabled sessions for classes and nursery to use Library for reading focus. * Increasingly rigorous tracking of reading progress, including tracking of nursery pupils | October 2023  March 2024  October 2023 and beyond |  | HT  DHT  Teaching and nursery staff  Education Library Services | Training provided by the Authority.  In-service day session – literacy framework  Literacy Pupil Focus Group to take lead in new library design and stock with Education Library Services input and support  New Salford Reading Assessment used at all stages to track reading age.  Seemis Progress and Achievement application |
| Continue to develop early reading skills through the word aware programme. | June 2024 |  | Nursery Staff | Word Aware |
| Challenge in Numeracy across the school:   * Deeper professional dialogue through Attainment meeting * Investigation of resources to support challenge in numeracy and maths * collegiate training with teaching staff * Exploration of numeracy focussed family learning opportunities for both school and nursery families | June 2024 |  | HT  DHT  Teaching and nursery staff  Families  Numeracy CMO | Collegiate Time  Challenge activities / resources  Staff development with support of numeracy CMO |
| Facilitating challenge through play:   * Collegiate work with P.1/2 and P.2/3 * Involvement of families in numeracy focussed play | June 2024 |  | Led by Ms Molloy with appropriate class teachers | Training materials  Information session for families |
| Develop Listening and Talking within the school and nursery   * Explore Talk/Write principles * Increased awareness of the ‘I can’ toolkit to support early language development. * Use of Up, Up and Away for children with communication difficulties. | June 2024 |  | HT  Teaching and nursery staff  Nursery Staff – Nursery Depute to lead | Training materials including Talk/Write (Ros Wilson)  ‘I can’ toolkit  Up, Up and Away |
| STEM room created within the school   * Build rationale * Resourcing (including centralisation of current materials) * Timetabling | June 2024 |  | Led by STEM coordinator with School Staff  Pupil – STEM pupil group taking lead | PEF – pupils leading spend in this area  Research to support rationale |
| Increased Parental contributions through Learning Journals:   * Provide parents with fresh information on how to use the learning journal as a communication tool. * Continue to review weekly statistics | June 2024 |  | Nursery Staff  Families | Parent input led by Nursery staff |
| Inverclyde Academy English department to collaborate with P7 on an aspect of literacy | Aug 2023 – June 2024 |  | IA English Department  P7 teachers | IA |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Termly attainment meetings with teaching staff and GIRFEC meetings with nursery staff will indicate progress for almost all learners. * Reading ages across the school will be tracked to show impact using the New Salford Reading age Assessment. * Reading ambassadors, improved libraries, improved book nooks and reading displays will be evident around the school, pupils will continue to increasingly engage with reading opportunities, and we will achieve our Reading Schools Accreditation * Collate views of the pupils in relation to the STEM room. * Track use of journals in Nursery to obtain data of comments from parents. |

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| **Priority 2** Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**    Assessment of children's progress  Teacher professionalism | HGIOS/ELC QIs  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  2.4 Personalised support | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| We continue to use the data available to fully understand where our pupils are in their learning. As a staff team, we meet regularly to look at the school as a whole, to ensure a shared vision and approach to assessment and data. This will continue to be a focus through regular meetings and evaluation of interventions, for all learners including our identified group of pupils who may be experiencing disadvantage.  Last session, we changed our approach to support for learning to look at literacy, numeracy and wellbeing as a whole. We plan to continue with this approach as there has been a positive impact on individual learners readiness to learn.  As a school we have worked together to look at the language of learning. We will develop this further into this session with new staff and gather the views of the pupils regarding their confidence with this.  We recognise that some families may face financial hardship in these uncertain times and therefore have funds aside to support specific activities e.g P.7 Residential Trip. |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| * 50% of our identified pupil group will be on track or beyond expectation in literacy and numeracy by May 2024, with the percentage beyond expectation sustained or improved. * By March 2024, most pupils will be able to integrate the language of learning into their learning conversations with increasing confidence. |
| ​**If PEF spend is supporting – how much and what?** |
| £12,000 Pupil Support Assistant. 1 x 5 hours, 1 x 12 hours to support identified pupils who are behind expectation in literacy and/or numeracy.  £1000 – funds to replenish support for learning resources.  £500 – fund to support families |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Refine the school assessment calendar with a focus on assessment tools that provide more relevant and focused data. | August 2023 - June 2024 |  | HT/DHT  Teaching staff | Assessments and observations  Moderation as a staff  Assessment tools |
| Continue development of refreshed approaches to support for learning, including refined personal support pathways in nursery and school | August 2023 - June 2024 |  | DHT, nursery  Depute and A. Kaur  ICOS | Support for Learning Resources  Personal Support Pathways |
| Focused development work on the language of learning. | By December 2023 |  | HT  All nursery and teaching staff | Language of Learning profiles |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Professional dialogue in the context of attainment meetings will be increasingly systematic and evaluative, with teaching staff being more confident in their professional judgements of progress and attainment * Support interventions will be increasingly targeted based on analysis of assessments and relevant data, with clear pathways established * Most pupils will be able to integrate the language of learning into their learning conversations with peers and staff. |

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| **Priority 3** Improvement in children and young people's health and wellbeing  Improvement in children and young people's health and wellbeing | | |
| **NIF Driver**  Assessment of children's progress  Teacher professionalism  Performance information | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing Children's Progress  2.7 Partnerships | **UNCRC**  Article 29 (Goals of education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | |
| We continue to recognise the importance of supporting wellbeing across the school. Discussions with with parents and pupils  confirm aligned agreement that children need to feel safe and ready to learn before progress can be made in literacy and numeracy.  The development of wellbeing groups has been positive with encouraging feedback from pupils and staff. Wellbeing groups will be developed further to ensure an increasingly targeted approach with clearly defined and agreed aims and objectives.  During session 2022-23, we had staff development sessions on two Nurture Principles with all staff in the school and nursery. This was welcomed and we plan to continue with a focus on a further two principles this session. |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * HWB data gathered using the Glasgow Motivation & Wellbeing Profiling Tool (completed in September 2023 and May 2024), will show an improvement in wellbeing for most pupils. * By May 2024, most identified pupils will be more able to discuss their wellbeing and to exercise increased emotional self-regulation * The needs of every child to be at the centre of all we do within the establishment to provide a positive experience for all. * For children across the school and nursery to be aware of appropriate language to use when talking about race. | |
| ​**If PEF spend is supporting – how much and what?** | |
| £1000 – Outdoor Learning (Training, Outside Agency input)  £1000 – To support wellbeing across the school.  £700 - Jigsaw | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Continued use of Glasgow Motivation and Wellbeing Profile for Primary 4 – 7 pupils with adapted questions for pupils in Primary1 - 3. | August 2023 |  | DHT  Class Teachers | Glasgow Motivation and Wellbeing Profile |
| Implementation of JIGSAW wellbeing programme to continue across the school. | August 2023 – June 2024 |  | HT/DHT  Class Teachers | JIGSAW resources – including digital resources - PEF |
| Further develop Wellbeing Groups   * Increased use of Boxall Profile for identified pupils to support target setting and interventions * Revisit wellbeing approaches, taking account of Boxall profiles * Focussed deployment of PSAs to support wellbeing | August 2023 – June 2024 |  | DHT/ A. Kaur  PSAs | Boxall Profiles  Wellbeing approaches and resources (PEF) |
| Further development of trauma informed practice across the establishment   * All establishment staff to engage with Trauma Informed training. | August 2023 – June 2024 |  | All nursery and school Staff  Educational psychologist | Training materials |
| To develop awareness and understanding of inclusion, equality and equity, ensuring the wellbeing of all   * Development of racial literacy through selected novel studies and social studies * Initial review of social studies curricular offer * SLT CLPL | August 2023 – June 2024 |  | All nursery and school Staff | Selected novels  Social Studies curricular map  Collegiate planning / staff development time |
| Development and refinement of Outdoor Learning provision to continue   * Exploration of progression in OL across the establishment * Building partnerships to enhance OL offer * Further enhancement of resourcing to support OL – pupil led | August 2023 – June 2024 |  | All staff  Pupils | Outside Agencies to support and widen experiences – eg., Clyde Muirshiel, Belville Gardens  PEF – pupil led |
| To improve accessibility for pupils within the nursery and school   * Achievement of Communication Friendly School status. | By September 2023 |  | Led by S McCeadie with all staff | ICOS  CFS audit |
| Nurture:   * Develop two further Nurture Principles | By April 2024 |  | All nursery and school | CLPL with Educational Psychologist input |
| Further embed PATHS in Nursery | August 2023 – June 2024 |  | All Nursery Staff – led by SEYECO | PATHS programme |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Wellbeing groups will run regularly with Boxall Profiles shaping content and post Boxall profiles along with pupil feedback, showing improvements in wellbeing for identified pupils * An increasingly coherent, cohesive and progressive HWB programme will be in place at all levels, with regular reviews to track professional confidence and HWB tracking evidencing a positive impact on pupil wellbeing * A clear Outdoor Learning framework will be developed * To achieve our Communication Friendly Schools status ensuring our school is accessible to all. * All Nursery staff will be familiar with PATHS and using the language and strategies. |

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| **Priority 4** Improvement in skills and sustained, positive school-leaver destinations for all young people  - | | |
| **NIF Driver**    Assessment of children's progress  School leadership | HGIOS/ELC QIs  3.2 Raising attainment and achievement  1.3 Leadership of change  2.6 Transitions | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| We continue to recognise and observe the importance of pupil participation in the development of interests and skills and wish to broaden the opportunities we provide on order to further to develop skills for life, learning and work by refining the scope of our pupil groups.  We recognise the need to ensure engagement from all pupils, and the potential that could be realised by promoting opportunities for meaningful engagement in school improvement.  Within Inverclyde Academy cluster, we recognise the need to create a consistent skills based approach to Developing the Young Workforce, including the development of digital literacies, across cluster schools, to prepare children and young people for rapidly developing landscape of the world of work. This is particularly relevant to our context as there is no major employer, which increases our responsibility to equip our children with transferrable skills. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * By May 2024, most pupils will have had regular opportunities to increase their participation in school development and improvement projects, developing key employability skills through their participation * By May 2024, all pupils will have had the opportunity to share their wider achievements with the learning community through newsletters and Bay Radio, with an increased focus on the link between their achievements and the skills they have developed, and their relevance to their learning and the world of work. * By June 2024, almost all senior pupils across the cluster schools will demonstrate an increased capacity to engage in meaningful discussion about their skills development to assist them in their career journeys | |
| ​**If PEF spend is supporting – how much and what?** | |
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| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Digital Literacy skills –continue Digital Schools Award pathway   * Digital Literacies policy to be completed and shared * Digital Skills audit to be updated | August 2023 – December 2023 |  | Lead: M Pollock | Digital Literacies pathways and draft policy  Digital Schools Audit  Twitter #DigiBay |
| Building workforce partnerships   * Seek partnerships with West College Scotland and local employers * Arrange meetings with identified contacts to discuss school / HT vision and potential partnerships | October 2023 – May 2024 |  | Lead: HT  CLD and local employers | Seek partnerships with West College Scotland and local employers  Arrange meetings with identified contacts to discuss potential partnerships |
| Develop Leadership opportunities for pupils   * Pupil Participation groups to be refined * School leaders of each group to be identified (staff and pupils) * House Captain roles to be further defined * PATHS leaders in nursery * Play leaders in the nursery | By end October 2023 |  | Lead: HT  All establishment staff and pupils | Job / leadership roles and templates  Group remits - to be developed following pupil consultation |
| Tracking system for wider achievements to be increasingly systematic   * Bay Radio to be re-established * Skills developed through wider achievements to be made increasingly explicit across the establishment * Strategy for families to share achievements to be developed, including learning journals in nursery | August 2023 – June 2024 |  | All nursery and school staff and pupils | Bay Radio  Twitter #alwayslearning |
| Skills progression framework to be introduced   * Engage with the “I Can” statements from the Career Education Standard (2015) document to create a standard skills based language across the cluster. | October 2022 |  | Cluster HTs | Time and cluster collaboration meetings |
| Establish a cluster pupil leadership group with a focus on engaging in skills for life, learning and work | Aug 2023 – June 2024 |  | DYW lead from Inverclyde Academy  Pupils from cluster primary schools |  |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * There will be a raised profile of digital literacies across the whole establishment and we will achieve our Digital Schools Accreditation. * There will be an increase in the number of pupils in leadership roles and involved in refined and more aligned pupil participation groups across the whole establishment * Bay radio will be re-established and run by pupils * Opportunities for DYW activities will increase across the cluster * Most pupils at second level will be able to integrate the language of skills development in their learning conversations with peers and adults. * For senior pupils (P5-P7), pre and post pupil surveys will report increased ability to discuss skills development in relation to career journeys. |