

# Education – Improvement Planning Document

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Establishment Name:

Whinhill Primary and Nursery Class

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Signatures:

Head of Establishment	LIZ RUDDY	Date	June 19
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Quality Improvement Officer	ALISON MCLELLAND	Date	June 19
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# Our Vision, Values and Aims

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**Our Vision:** We aspire to be a centre of excellence where all our children become successful learners, confident individuals, responsible citizens and effective contributors through achieving personal success, developing a love of learning and respect for our core school and nursery values.

**Our Values:** Confidence, Kindness, Honesty, Responsibility and Respect.

**Our Aims:**

- To create a nurturing school environment where every child feels safe, secure and protected from harm and where they will thrive socially, emotionally and physically.
- To ensure that every child feels included, accepted and valued within the community in which they live and learn.
- To ensure children achieve their fullest potential through participating in motivating, inspiring and creative experiences which develop their knowledge, skills and attitudes.
- To create an environment where children feel confident that their opinions, concerns and goals are listened to, and provide opportunities to take an active role in contributing to the school and nursery community.
- To encourage children to feel healthy and happy through access to appropriate resources which encourage, develop, support and sustain a healthy lifestyle, and to participate in a wide range of play, sporting and recreational activities.
- To foster high quality leadership at all levels through valuing and empowering all members of the school and nursery community.

## 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 2019-2020

Session 2020-2021

Session 2021-2022

# Overview of rolling three year plan

National Priorities	Session 2019-2020	Session 2020-2021	Session 2021-2022
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> <li>• Visible learning training – Yr 3</li> <li>• SEAL numeracy devt P6 + P7</li> <li>• Active Literacy – P6 + P7</li> </ul>	<ul style="list-style-type: none"> <li>• Visible learning training – evaluation</li> <li>• Review of Aifl</li> </ul>	<ul style="list-style-type: none"> <li>• Broad general education – continue to develop attainment across the curriculum</li> </ul>
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> <li>• Parent partnerships developed to include the wider community</li> <li>• Targeted nurture interventions for senior pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Further development of family learning</li> <li>• Focus on adult learning and provision of opportunities within school</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly identify exit strategy for attainment challenge and plan for sustainability of this across the school and nursery</li> <li>• Continue to accurately identify intervention strategies for individual children</li> </ul>
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> <li>• Whole school nurturing approaches pilot Yr 3</li> <li>• Review of GIRFEC teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school nurturing approaches pilot - evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on mental health development</li> </ul>
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> <li>• Review curriculum to ensure aspects of an industry focus</li> <li>• Refresh of financial education</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed audit and evaluation of skills development</li> </ul>	<ul style="list-style-type: none"> <li>• Continued engagement with developing the young workforce strategies</li> </ul>

## Pupil Equity Fund –Session 2018-2019

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### **NIF Priority**

Closing the attainment gap between the most and least disadvantaged children

Across the school, almost all pupils are on track to achieve the expected CFE level and Talking and Listening (93.8%), with most attaining the expected levels for levels for Reading (89.4%), Writing (77.3%) and Maths ((89.5%).

There are currently 58 children entitled to free school meals (22.6%). Across P1, P4 and P7 there are 31 children entitled to free school meals (30.1%)

When comparing those children with pupils not in receipt of FME at P1, P4 and P7, there is still an attainment gap. However the gap is less when measured against SIMD 1 + 2 though is still evident.

Although the gap still exists our targeted interventions have resulted in progress which is evidenced by a variety of assessment methods for each child.

Over the past year our interventions have focused on 101 children who were either entitled to free meals or live in SIMD 1 + 2 areas.

Our interventions focussing on numeracy have shown an increase in both progress and attainment across school and these will be maintained. A further focus on the teaching of writing is required as the overall attainment for writing has decreased at early and second level

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend	How you will evidence improvement
HQ admin	Aug '19 – June '20	£1500	<ul style="list-style-type: none"> <li>• Professional dialogue with teachers and other adults providing support</li> <li>• Direct observation of pupils during class visits</li> <li>• Standardised assessments</li> <li>• Interrogation of data</li> <li>• Progress of targeted children through curriculum pathways</li> <li>• Progress of targeted children in meeting expected CFE levels</li> <li>• Overall school attainment in comparison to targeted groups (closing the gap)</li> <li>• Feedback from pupils focus groups about their learning</li> </ul>
Wellbeing coach. Support the Health and wellbeing of pupils in the playground and linking with PE lessons.	Aug '19 – June '20	£25,500	
2 x ASN auxiliary – providing targeted support for pupils receiving FME and SIMD 1+2	Aug '19 – June '20	£25704	
Osiris – continue to develop staff pedagogical expertise and build on our start to adopting strategies which make learning more visible in the classroom.	Aug '19 – June '20	£3500 (TBC)	
SPARK counsellor – provision of therapeutic support for our most vulnerable pupils – 1 day per week	Aug '19 – June '20	£11,700 (TBC)	
SPARK – group work programme	Nov '19 – Mar '20	£3900	
Office hours – to support the implementation of Inverclyde Attendance Policy – 3hrs per week	Aug '19 – June '20	£1300	
Resources to support attainment agenda	Aug '19 – June '20	£3000	
Estimated cost of back pay 2018-2019		£5500	
Support for identified children to increase participation in events and residential trips.	Aug '19 – June '20	£2636	

# Plan –Session 2019-2020

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Assessment of children's progress Teacher professionalism Performance information	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 1.3 Leadership of change	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 2.3 Learning, teaching and assessment <b>RRS</b> Article 29 (Goals of education): Article 28: (Right to education):

## Expected outcomes for learners which are measurable or observable

- The school will continue to track all available data by ensuring a robust tracking system is well used and this data will be interrogated and assessment information used to identify development needs for individual learners which build upon prior levels of attainment and ensures continuous progress for children.
- Staff will show increased confidence through school, cluster and authority based moderation in using national benchmarks to confirm and challenge professional judgements and to ensure appropriate pace and challenge for all children.
- Learning visits and professional dialogue will show that high quality literacy and numeracy learning and teaching strategies through SEAL, Active Literacy and Dialogic teaching are being implemented effectively to support children's attainment.
- Sustained improvement gains in reading and further improvement in writing attainment across early, first and second levels evidenced by data from SNSA, Suffolk and class based assessments.
- Parents/carers engagement in reviewing their child's progress across learning will be more effective through increasing their knowledge in learning and teaching strategies and effective reporting.
- Nursery practice will reflect early level literacy and numeracy development in both English and Gaelic and through moderation with early level colleagues, staff knowledge and understanding of the benchmarks will reflect in children's progress through early level.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Further develop family learning activities through a calendar of opportunities for parents in both school and nursery</li> </ul>	Aug '19 – June '20	HT DHT CLD partners	Meeting with partners
<ul style="list-style-type: none"> <li>Review methods of communication with parents</li> </ul>	By Dec '19	SMT Parent council and forum	Questionnaire
<ul style="list-style-type: none"> <li>Continue with the creation of support documents for parents in literacy and numeracy to highlight key learning and teaching strategies including SEAL and active literacy</li> </ul>	Aug '19 – June '20	Numeracy, literacy and health and wellbeing working groups	
<ul style="list-style-type: none"> <li>Develop a suite of video clips to exemplify and support parents' understanding of how children learn at Whinhill</li> </ul>	Aug '19 – June '20	ICT co-ordinators Impact coaches CMO – ICT	ICT Equipment Establishment of new website
<ul style="list-style-type: none"> <li>Continue to engage with visible learning strategies and training with a focus on               <ul style="list-style-type: none"> <li>- Feedback</li> <li>- Inspired and passionate teachers</li> </ul> </li> </ul>	Aug '19 – June '20	SMT Impact coaches Osiris trainers Teaching staff	Continued engagement with Osiris training and materials
<ul style="list-style-type: none"> <li>Teaching staff will engage in Year 3 visible learning training and this will be implemented across the school</li> </ul>	Aug '19 – June '20	SMT Teaching Staff Osiris Trainers Impact Coaches	Continued engagement with Osiris training and materials
<ul style="list-style-type: none"> <li>Continue to build knowledge and understanding of visible learning strategies by creating a visual model of a 'Whinhill Learner' qualities and dispositions</li> </ul>	Aug '19 – June '20	Staff Children Parents	Continued engagement with Osiris training and materials
<ul style="list-style-type: none"> <li>Through co-operative teaching upskill all new teaching staff in the pedagogy and practical application of dialogic teaching</li> </ul>	By Dec '19	All new staff Acting PT	Opportunities for shadowing and for modelling of high quality practice



Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Through learning visits audit the level of dialogic practice in classes</li> </ul>	By Dec '19	SMT	
<ul style="list-style-type: none"> <li>Develop an understanding of reciprocal teaching and implement strategies across the school and nursery</li> </ul>	Aug '19 – June '20	SMT Class teachers Attainment challenge team	Collegiate development supported by AC team
<ul style="list-style-type: none"> <li>Further develop SEAL numeracy strategies across P6 and P7</li> </ul>	Aug '19 – June '20	Teaching staff AC numeracy staff	SEAL numeracy CPD
<ul style="list-style-type: none"> <li>Further develop Active literacy strategies across P6 and P7</li> </ul>	Aug '19 – June '20	Teaching staff AC literacy staff	Specified North Lanark Resources Active Literacy CPD
<ul style="list-style-type: none"> <li>Ensure consistency of number talks across the school by providing CPD for new staff members</li> </ul>	By Dec '19	Teaching staff AC numeracy staff SMT	Opportunities for peer observation
<ul style="list-style-type: none"> <li>Further develop children's access to learning pathways across more stages in the school</li> </ul>	Aug '19 – June '20	Class teachers	Pathways
<ul style="list-style-type: none"> <li>Identify strategies to boost reading for pleasure across the school including developing a reading environment and review library and book areas and displays</li> </ul>	Aug '19 – June '20	Literacy working group Literacy co-ordinator	Reading resources
<ul style="list-style-type: none"> <li>Audit staff confidence and knowledge of teachers of reading and equip them with the skills needed to teach children to be accomplished and keen readers.</li> </ul>	Aug '19 – June '20	SMT Class teachers	Active literacy reading resources Anne Glennie professional reading
<ul style="list-style-type: none"> <li>Harness the enthusiasm of parents to ensure the culture of reading developed in school extends to the home</li> </ul>	Aug '19 – June '20	Parents Children	Parent support materials
<ul style="list-style-type: none"> <li>Review quality, quantity and use of reading material available to children at all stages of the school and nursery</li> </ul>	By Feb '20	SMT Teaching staff Support staff	Existing school resources

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Engage with opportunities for moderation at school, cluster and authority level</li> </ul>	Aug '19 – June '20	Class teachers Cluster schools	Moderation cycle materials Education Scotland Hub
<ul style="list-style-type: none"> <li>Develop leadership capacity in staff through curriculum co-ordinator role</li> </ul>	Aug '19 – June '20	All school staff	
<ul style="list-style-type: none"> <li>Review organisation of whole school learning resources to ensure maximum and most effective use</li> </ul>	Aug '19 – June '20	All school staff	
<ul style="list-style-type: none"> <li>Raise profile and understanding of expectations of BGE for other curricular areas and with a particular focus on the Scottish dimension</li> </ul>	Aug '19 – June '20	SMT Teaching staff	
<ul style="list-style-type: none"> <li><b>Gaelic</b> – establish support for parents to increase their knowledge and use of conversational Gaelic language</li> </ul>	Aug '19 – June '20	Gaelic teaching staff Parents	Language support materials
<ul style="list-style-type: none"> <li><b>Gaelic</b> – produce a menu of support to aid parents in engaging with their children</li> </ul>	By Dec '19	Gaelic teaching staff Parents	Language support materials
<ul style="list-style-type: none"> <li><b>Gaelic</b> –develop and organise BGE Gaelic resources / topic boxes for Health and Wellbeing and Sciences</li> </ul>	Aug '19 – June '20	Gaelic teaching staff Support staff	
<ul style="list-style-type: none"> <li><b>Gaelic</b> – develop reading assessment strategy bank</li> </ul>	Aug '19 – June '20	Gaelic teaching staff	
<ul style="list-style-type: none"> <li><b>Nursery</b> – seek and provide opportunities for Gaelic nursery staff to extend their knowledge of spoken Gaelic</li> </ul>	As available	Gaelic nursery staff	
<ul style="list-style-type: none"> <li><b>Nursery</b> – further development of dialogic strategies, reciprocal reading and SEAL</li> </ul>	Aug '19 – June '20	Acting PT All nursery staff	Development time
<ul style="list-style-type: none"> <li><b>Nursery</b> – review of current outdoor play facilities</li> </ul>	Aug '19 – June '20	Nursery staff Partnerships	Development time Opportunities for visits to other nurseries

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li><b>Nursery</b> – introduction of Story Grammar</li> </ul>	By Dec '19	Nursery senior Nursery staff	
<ul style="list-style-type: none"> <li><b>Nursery</b> – review current methods for tracking pupil progress</li> </ul>	By Dec '19	All nursery staff	Development time Opportunities for visits to other nurseries

#### Evidence of Impact

- Oral feedback, written feedback through training survey (visible learning)
- Action research projects and impact cycles carried out by staff engaged in leadership programmes
- Quality and impact of leadership at all levels within the school.
- Sharing practice across classes and stages
- Detailed analysis of all available assessment data including SNSA,
- Minimum of a year's progress for a year's teaching
- Percentage of children achieving CfE levels at P1, P4 and P7 will increase.
- Most children across school will make expected or better progress in Literacy and Numeracy
- Increase in number of partnerships to support children and families in need.
- Minutes of school and cluster activities showing record of moderation
- Minutes of staff meetings showing strategic focus on pupil attainment and progress.
- Record of data meeting identifying both progress through and attainment of a level.

**Priority 2** Closing the attainment gap between the most and least disadvantaged children

<p><b>NIF Driver</b>          Teacher professionalism          Performance information          Assessment of children's progress</p>	<p><b>HGIOS?4</b>          3.2 Raising attainment and achievement          2.3 Learning, teaching and assessment          2.4 Personalised support          1.5 Management of resources to promote equity</p>	<p><b>Other Drivers</b>  <b>HGIOELC?</b>          2.3 Learning, teaching and assessment          3.2 Securing Children's progress  <b>RRS</b>          Article 28: (Right to education):          Article 29 (Goals of education):</p>
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**Expected outcomes for learners which are measurable or observable**

- Use of the nurture room will provide social and emotional support for targeted children with an emphasis on language development and communication to address identified barriers.
- Improvements in attainment for targeted pupils (SIMD 1 +2 and FME) evidenced by data.
- Improved processes to monitor attendance will result in increased overall attendance leading to improved attainment.
- Increased identification and implementation of targeted interventions will meet the needs of focused cohorts of children and their families.
- Further promotion and engagement in family learning and family participation will minimise the impact of poverty on learning and achievement and to improve life chances and increase aspirations for children as individuals and as a family.
- Children identified as at risk of missing out are not experiencing barriers to participation in activities or experiences

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>• Audit and review the use of ICT to provide additional support for targeted pupils.</li> </ul>	By Dec '19	ICT co-ordinators	
<ul style="list-style-type: none"> <li>• Introduce clear procedures to allow more effective implementation of Inverclyde's attendance policy.</li> </ul>	By Dec '19	Teaching staff Parents/carers Office staff	Inverclyde attendance policy and paperwork PEF admin spend

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Revisit Catch Up Literacy programme and reintroduce strategies for identified pupils</li> </ul>	Aug '19 – June '20	Support staff	Catch up training materials
<ul style="list-style-type: none"> <li>Continue to link with and support children and families with barriers to learning</li> </ul>	Aug '19 – June '20	CLD staff Barnardo's staff	
<ul style="list-style-type: none"> <li>Continue to develop staff understanding of SIMD data to target resources and interventions</li> </ul>	Aug '19 – June '20	SMT Class teachers School attainment team	All available data
<ul style="list-style-type: none"> <li>Due to change of staff – provide quality CPD for new nurture teacher.</li> </ul>	By Dec '19	CMO nurture	Development time Opportunities for peer observation
<ul style="list-style-type: none"> <li>Continued targeted AC approach to support children's literacy and numeracy linked to SIMD 1+2</li> </ul>	Aug '19 – June '20	AC staff School staff	Regularly updated SIMD and attainment data
<ul style="list-style-type: none"> <li>Targeted support staff will use planned professional learning to support the delivery of literacy and numeracy across the school</li> </ul>	Aug '19 – June '20	Support staff	Additional 2 FTE ASN Auxiliary
<ul style="list-style-type: none"> <li>Youth counsellor/therapist will continue to support targeted middle and upper primary pupils to self-regulate and manage their anxieties</li> </ul>	Aug '19 – June '20	Therapist	
<ul style="list-style-type: none"> <li>Cost of the school day – identify what costs are involved in every part of the school day and identify the problems and barriers children and families face throughout the school day</li> </ul>	Aug '19 – June '20	SMT Whole school staff	Collegiate time
<ul style="list-style-type: none"> <li>Identify key strategies to minimise pressure on low income families while still offering a range of opportunities and experiences for children</li> </ul>	Aug '19 – June '20	SMT Whole school staff	

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Review across the range of school experiences to identify those who are at risk of missing out</li> </ul>	By Feb '20	SMT Teaching staff Support staff	
<ul style="list-style-type: none"> <li>Support all parents and signpost them to ensure access to all relevant benefits and money advice</li> </ul>	Aug '19 – June '20	SMT Partner agencies	Any materials to support parents financial status
<ul style="list-style-type: none"> <li>All school staff to engage with the theme 'How good is our school for children and families on low income</li> </ul>	By Feb '20	SMT Teaching staff Office staff Support staff	Cost of the school day toolkit
<ul style="list-style-type: none"> <li>Wellbeing coach – continue to target children from families on low income and address barriers to participation</li> </ul>	Aug '19 – June '20	Coach	Resources to support activities as needed

Evidence of Impact
<ul style="list-style-type: none"> <li>Current attendance figures compared with figures from previous years will have improved. Aim to increase attendance of most children to 90%+.</li> <li>Continued use of Boxhall assessments before and after intervention will show improvements in children's progress.</li> <li>Increased number of families attending family learning.</li> <li>Improvement in attainment of targeted pupils from use of Literacy toolbox.</li> <li>Improvement in attainment of targeted pupils in both literacy and numeracy.</li> <li>Learning conversations between all stakeholders will support the use of target setting in literacy, numeracy and health and wellbeing. This will be monitored through pupil focus groups.</li> <li>Attainment of targeted children will be carefully tracked and monitored by class teachers and SMT.</li> <li>Attendance at after school activity will show an increased percentage for those children from low income families</li> </ul>

<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> Assessment of children's progress Parental engagement School leadership	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	<b>Other Drivers</b> <b>HGIOELC?</b> 3.2 Securing Children's progress 2.4 Personalised support <b>RRS</b> Article 28: (Right to education): Article 12 (Respect for the views of the child):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Transitions between nursery and school will be seamless and focussed on the development needs of individual children through robust transfer of information and professional dialogue opportunities.</li> <li>• Through staff increased knowledge and understanding of nurture principles and approaches, children will experience appropriate interventions in response to wellbeing needs with a specific focus on Nurture Principle 5 'All behaviour is communication'.</li> <li>• Using the principles of GIRFEC and the legislative framework surrounding it children will receive bespoke single or multi-agency support for all their universal and targeted wellbeing needs.</li> <li>• Improved quality of single agency wellbeing assessments and single agency chronologies will ensure effective end to end service and improved outcomes for children.</li> <li>• Health and Wellbeing coach interventions will make a positive difference to playground experiences and incidents requiring restorative conferences will be reduced.</li> <li>• The PATHs programme will support improvements in relationships, pupil resilience and conflict resolution across all aspects of the school.</li> <li>• Pupils' wellbeing will benefit from experiences of learning and teaching in a variety of outdoor settings including the establishment of an outdoor classroom and continued links with Clyde Muirshiel Rangers.</li> <li>• Improved pupil wellbeing – pupils have ownership, direction and are leaders of their own learning</li> <li>• Pupils will feel valued through their involvement in school and nursery decision making process.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
<ul style="list-style-type: none"> <li>• Ensure PATHs programme is embedded across the school. This will be supported by training early in the year. Staff to share</li> </ul>	Aug '19 – June '20	Class teachers Psychological services	PATHs resources PATHs support materials

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
practice, identifying what works successfully including additional resources used.			
<ul style="list-style-type: none"> <li>Continue and increase whole staff use of recording of restorative dialogue with pupils</li> </ul>	Aug '19 – June '20	Teaching staff Support staff SMT	Collegiate time Peer working
<ul style="list-style-type: none"> <li>Create opportunities for senior pupils to support younger children in restorative conversations</li> </ul>	Aug '19 – June '20	Senior class teachers Psychological services	In conjunction with Psych services training to be given to senior pupils.
<ul style="list-style-type: none"> <li>The nurture implementation team will gather recent data from a wide variety of sources to create a nurture action plan for 2019-2020</li> </ul>	By Dec '19	Nurture implementation team	All available relevant data
<ul style="list-style-type: none"> <li>Introduce and develop Nurture principle 5 – All behaviour is communication</li> </ul>	Aug '19 – June '20	Acting PT Nurture implementation group	Collegiate time
<ul style="list-style-type: none"> <li>Continue to develop use of peer nurture observation across all classes and support new staff knowledge and understanding of the 5 nurture principles</li> </ul>	Aug '19 – June '20	Teaching staff	Timetable of visits to be identified by staff and partner observer chosen.
<ul style="list-style-type: none"> <li>Raise awareness and understanding across school and nursery staff of visualisation strategies for all pupils. Review classroom displays and all visual aids used to ensure both consistency and appropriate support for pupil learning</li> </ul>	By Oct '19	SMT Nurture implementation team Class teachers	
<ul style="list-style-type: none"> <li>Wellbeing coach – continue to target children from families on low income and address barriers to participation</li> </ul>	Aug '19 – June '20	Coach	Resources to support activities as needed
<ul style="list-style-type: none"> <li>Continue to develop staff involvement in preparing single agency assessment action plans.</li> </ul>	Aug '19 – June '20	SMT Teaching staff	Awareness of Seemis expectations Rolling programme of support for learning meetings



Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Refresh use of pastoral notes linking this to restorative recording format</li> </ul>	Aug '19 – June '20	HT Acting DHT	
<ul style="list-style-type: none"> <li>Review and establish a whole school health and wellbeing pathway bespoke to Whinhill</li> </ul>	Aug '19 – June '20	Acting DHT Health and wellbeing working group Partner agencies	Working group time
<ul style="list-style-type: none"> <li>Development of clear strategies for outdoor learning for every stage</li> </ul>	Aug '19 – June '20	Whole school team	
<ul style="list-style-type: none"> <li>Pupil voice – further develop learner participation and introduce 'How good is OUR school (pupil version)</li> </ul>	Aug '19 – June '20	SMT Acting Principal Teacher	Pupil focus groups
<ul style="list-style-type: none"> <li>Cluster priority – Autism/Communication Friendly Schools status</li> </ul>	Aug '19 – June '20	Acting DHT Teaching staff Cluster colleagues	Autism friendly schools framework ICOS support for advice
<ul style="list-style-type: none"> <li>Initial baseline questionnaire to gather staff/parent/children's views on participation/involvement/engagement in school and carry out same baseline at end to establish whether change has taken place</li> </ul>	By Dec '19	Acting DHT Teaching staff	
<ul style="list-style-type: none"> <li>Use Participation Mapping Tool to identify where we are in terms of current participation activity</li> </ul>	By Feb '20	Acting DHT Teaching staff	
<ul style="list-style-type: none"> <li>Upskill staff / children / parents re learner participation</li> </ul>	Aug '19 – June '20	Acting DHT Teaching staff	Establish training Powerpoint
<ul style="list-style-type: none"> <li>Review policy and planning documentation and ensure learner participation is included</li> </ul>	Aug '19 – June '20	SMT Teaching staff	

**Evidence of Impact**

- Increased inter-agency working which support positive outcomes for children.
- Increased positive relationships between families and school and partners.
- Effective use of pastoral notes will catalogue all experiences of pupils accurately
- Feedback gathered from children, parents and school staff.
- Targeted support learning logs will ensure pupil voice is gathered and used to inform next steps for learners using SMARTER targets.
- Use of 'Peer mentors' tracked and monitored and use of pupil feedback used to inform next steps.
- Restorative conversation conferences recorded and actions reviewed and monitored
- PATHs programme evident at all stages and linked to the school HWB programme.
- Data collected based on number of incidents and required conflict resolution required in playground.
- All areas of the school will be 'Autism Friendly'
- Numbers of children using the outdoors to enhance learning will have increased. Through pupil focus groups children will articulated the benefit to them of outdoor learning.
- Increased pupil voice will be evident over a range of school experiences from involvement in own learning to consultation on aspects of school life.
- Through staff increased knowledge and understanding of learner participation, children will experience appropriate meaningful opportunities to contribute to the direction of their learning and identify what has improved as a result of their opinions.
- Pupils will demonstrate high quality communication skills when sharing their views.
- All stakeholders will use the same language of children's rights in relation to wellbeing, equality and inclusion in all interactions.
- Targeted support learning logs will show that pupil voice is gathered and used to inform next steps for learners using SMARTER targets.

**Priority 4** Improvement in employability skills and sustained positive school leaver destinations for all young people

<p><b>NIF Driver</b>          Assessment of children's progress          Parental engagement          Assessment of children's progress</p>	<p><b>HGIOS?4</b>          3.2 Raising attainment and achievement          2.3 Learning, teaching and assessment          2.4 Personalised support          3.3 Increasing creativity and employability</p>	<p><b>Other Drivers</b>  <b>HGIOELC?</b>          1.2 Leadership of learning          1.4 Leadership and management of practitioners  <b>RRS</b>          Article 28: (Right to education):          Article 29 (Goals of education):</p>
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**Expected outcomes for learners which are measurable or observable**

- Through observation children will demonstrate a variety of leadership skills through participation and responsibility for tasks at class and whole school and nursery level.
- Children will model increased confidence in the all aspects of the four capacities to fully support their transition from primary 7 to secondary school.
- Increased understanding and insight into industry and the skills required to become part of a future workforce.
- Increased pupil voice will be developed over a range of school experiences from involvement in own learning to consultation on aspects of school life.
- Children will show creativity and entrepreneurship through partnership projects where they have solution orientated strategies embedded enabling them to be confident risk takers who can appreciate issues from different perspectives.
- Children will confidently engage in and make informed choices about the use of digital literacy and technologies to enhance and personalise learning.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>• Awareness raising of knowledge and understanding of Developing the Young workforce across all stakeholders – responsibility of all.</li> </ul>	By Sept'19	DYW Inverclyde primary working party	Delivery of DYW workshop at Teachmeet in Sep'19. Inverclyde Employability skills grid , Inverclyde guidance for schools – Employability skills development 3-18.
<ul style="list-style-type: none"> <li>• Liaison with Notre Dame DYW coordinator to arrange transition and leadership opportunities to train 'My World of Work' ambassadors.</li> </ul>	By Oct'19	Mrs Bradley, Notre Dame staff, Primary 7 pupils.	Upper school staff to become familiar with Myworldofwork. Inverclyde guidance for schools – Employability skills development 3-18.
<ul style="list-style-type: none"> <li>• Organise a careers day for schools within the cluster. Continue to link with a variety of community and business partners and include focus on the</li> </ul>	By Mar'20	Cluster schools, parents, guest speakers, business partners.	Staff to raise the profile of linking skills and abilities with future career options. Inverclyde guidance for schools – Employability skills development 3-18.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
importance of digital literacy and its links to employability skills			
<ul style="list-style-type: none"> <li>Development of leadership focus group to meet with SMT on a regular basis</li> </ul>	By Oct'19	SMT Pupils	Training for pupils
<ul style="list-style-type: none"> <li>Set up digital leaders pupil group</li> </ul>	By Sept '19	Acting DHT pupils	
<ul style="list-style-type: none"> <li>Digital schools award – create digital technologies action plan</li> </ul>	By Oct '19	Whole school team	Curriculum co-ordinator time
<ul style="list-style-type: none"> <li>Develop digital learning policy and child friendly acceptable use policy</li> </ul>	Aug '19 – June '20	Acting DHT ICT co-ordinators	Curriculum co-ordinator time
<ul style="list-style-type: none"> <li>Full implementation of technologies pathways</li> </ul>	Aug '19 – June '20	Teaching staff	Pathways
<ul style="list-style-type: none"> <li>Identify the IT training needs of pupils, staff and parents</li> </ul>	By Oct '19	Acting DHT ICT co-ordinators	Variety of surveys
<ul style="list-style-type: none"> <li>Develop school blog to share learning experiences, including digital literacy</li> </ul>	Aug '19 – June '20	Acting DHT ICT co-ordinators	IT Equipment

### Evidence of Impact

- Increased use of digital technologies across school and curriculum.
- Increase in the number of industry links with school.
- Quality and impact of leadership at all levels within the school.
- Sharing practice across classes and stages
- Pupils can identify and articulate employability skills being developed through their learning experiences
- Increased use of digital technologies across school and curriculum.
- Pupils can identify and articulate digital skills being developed through their learning experiences and how this relates to the world of work.
- Staff use of a variety of digital technologies across the curriculum to enhance learning will have increased.
- Parental engagement in children's progress across learning has increased through use of 'Diary of a Whinhill Pupil' learning blog.

