



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Communities and Education Directorate

West Kilbride Primary School

Improvement Plan 2022-2023



Vision, Values and Aims

Our Vision! The Very Best! The very best for your child to achieve their very best!

Here is what we value!



Community

Listening and working with our community to support our children. Encouraging our children to become responsible citizens and actively contribute to the life of the school.



Challenge

Providing learning experiences that encourage all our children to reach their full potential and become successful learners.



Nurture

Ensuring that children are happy and safe. That they learn skills to enable them to become confident individuals.

Inclusion

Providing a learning environment where everyone's needs are met. Ensuring everyone feels included and are given opportunities to become effective contributors.



Created by pupils, parents and staff

Our Aims:

At West Kilbride Primary School and Early Years Class we aim to promote high achievement and learning for life by encouraging pupils and staff:

- to promote and encourage high quality leadership at all levels within the school and community through a shared vision of excellence
- to equip our children with the skills to become successful learners, confident individuals, responsible citizens and effective contributors in society.
- to foster an open and positive partnership with parents which promotes well being and respect for the school community.
- to provide a broad differentiated curriculum which challenges and motivates pupils to facilitate, and engenders a culture of ambition.

NORTH AYRSHIRE COUNCIL

EDUCATION SERVICE IMPROVEMENT PLAN SUMMARY 2022-23

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead. A full version of the service improvement plan will be published on the Council website.



Strategic Plan 2022-23: West Kilbride Primary School

<p>Establishment Priorities</p>	<p>Improvement in attainment, particularly numeracy. Using data to track progress and achievement and to close the gap between the most and least disadvantaged young people.</p>	<p>Improvement in attainment, particularly literacy. Using data to track progress and achievement and to close the gap between the most and least disadvantaged young people.</p>	<p>Improvement in embedding Developing the Young Workforce opportunities that provide pupils with skills and sustained, positive school-leaver destinations for all young people.</p>	<p>Enhancing all areas of pupil health and wellbeing through a nurturing approach and monitoring this to track progress.</p>	<p>Placing human rights and needs of every child and young person at the centre of education. Linking learning and school life to the UNCRC.</p>
<p>Thematic areas</p>	<ol style="list-style-type: none"> 1. Quality learning, teaching and assessment. 2. Raising attainment and achievement. 3. Quality assurance. 4. Tracking progress robustly. 5. Providing suitable interventions for those not on track. 	<ol style="list-style-type: none"> 1. Quality learning, teaching and assessment. 2. Raising attainment and achievement. 3. Quality assurance. 4. Tracking progress robustly. 5. Providing suitable interventions for those not on track 	<ol style="list-style-type: none"> 1. Improved transitions between primary and secondary school. 2. Improved DYW opportunities. 3. Improved partnerships between secondary school establishments. 4. Create pupil focus groups. 5. Further develop whole school focus weeks to develop skills. 	<ol style="list-style-type: none"> 1. Supporting the mental health and wellbeing of all pupils in partnership with parents and other professionals. 2. Supporting physical health and wellbeing. 3. Supporting social and emotional wellbeing in partnership with parents and other professionals. 	<ol style="list-style-type: none"> 1. Embedding the UNCRC within teaching and learning and promote this throughout our school ethos. 2. Promoting the importance of pupil voice and utilising pupil opinion to drive change. 3. Enhancing parent/ carer voice and utilising this to drive change and gather their opinions.

Strategic Plan 2022-23: West Kilbride Primary School

Here is an overview of how we intend to use our **Pupil Equity Funding** to support improvement:

*Classroom assistant
to provide reading
coaching for
identified children.*

Class Teacher for 21
hours per week to
support Numeracy
and Literacy.

Detailed Action Plan 2022-23: West Kilbride Primary School

Establishment Strategic Priority:		*Improvement in attainment, particularly Numeracy. Using data to track progress and achievement and to close the gap between the most and least disadvantaged young people.				Linked to Service Priority: 1		
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>		
1.1 Quality Learning, Teaching and Assessment	1.2	No	<p><i>Review and update the Numeracy forward planning documents used in Primary 4-7 to ensure they provide breadth, depth and consistency.</i></p> <p><i>Review the resources used to support the teaching of Numeracy. Collate the resources that can be used to support each topic and list these on the appropriate areas of the reviewed forward planning documents.</i></p> <p><i>Embedding the use of North Ayrshire's Numeracy Frame across Early and First level.</i></p> <p><i>Create a resource bank for the Numeracy Framework which provides teaching materials and activities for all aspects of the Framework.</i></p> <p><i>Analyse results provided by the PTMs which will be completed each session. Results will be compared to identify changes to performance with any pupils scoring below SAS (90) provided with relevant, targeted interventions and support in and out of the classroom.</i></p>	Aug 22 – Dec 22 Numeracy Working Party	<p><i>Children will receive a consistent and comprehensive teaching programme which will reduce gaps in learning and a deeper understanding of concepts.</i></p>	<p><i>Staff confidence in delivering high quality, progressive learning and teaching experiences and will increase.</i></p> <p><i>Pace of learning should increase.</i></p>		
	1.3			Aug 22 – Dec 22 Numeracy Working Party			<p><i>Children's teaching experiences will be supported with a broad and varied range of resources to allow for application of learning in a variety of contexts.</i></p>	<p><i>Feedback surveys will be conducted with pupils to gather their views on their experiences within Numeracy.</i></p> <p><i>Focus groups with staff to gather their views.</i></p>
	1.5			Aug 22 – Jun 23 DHT & CTs	<p><i>Children's attainment will improve within Numeracy with gaps in knowledge being reduced.</i></p>	<p><i>Pace of learning should increase.</i></p> <p><i>Comparison of class tracking grids should demonstrated raised attainment.</i></p> <p><i>Fewer gaps should be evident within PTMS.</i></p> <p><i>Staff will report upon their confidence in delivering the framework.</i></p> <p><i>School and PTMS assessments.</i></p>		
	2.2							
	2.3						Aug 22 – Jun 23 SMT and all staff	<p><i>Children's attainment will improve.</i></p>
3.2								

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Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes What will change for our learners?	Measurement How will we measure impact?	
1.2 Raising attainment and achievement.	1.2	No	<p>Staff will be trained on the North Ayrshire Numeracy Framework to ensure Numeracy concepts are taught thoroughly.</p> <p>Digit technologies will be utilised to support the teaching of Numeracy and heighten children's levels of engagement i.e. iPads, Promethean boards, laptops etc.</p> <p>Espresso Education will be purchased for use as a supporting Numeracy resource.</p> <p>Numeracy learning experiences will be planned across the curriculum i.e. within play experiences, IDL, art, music, technology etc.</p> <p>Opportunities will be provided for staff to share and observe good practice within Numeracy. These may take the form of peer observations, sharing successful approaches and visits to and from other practitioners.</p> <p>Parents/carers will be invited to attend shared learning events and workshops related to Numeracy.</p>	Aug 2022- June 2023 CTs & SMT	<p>Children will be provided with cohesive, in depth and progressive Numeracy teaching. Greater consistency will be provided for all children.</p> <p>More engaging approaches for Numeracy will be utilised. Children will have opportunities to apply Numeracy learning in a range of contexts.</p> <p>Children will have opportunities to consolidate and practise taught concepts in engaging formats.</p> <p>Children's attainment will improve alongside their abilities to apply their learning in a range of contexts.</p> <p>Children's understanding of Numeracy's relevance in daily life, in the workplace etc. will increase.</p> <p>Staff will be able to utilise a range of trialled approaches to raise attainment within their classrooms.</p> <p>Parents/carers will be more confident in reinforcing learning at home.</p>	<p>Professional dialogue with staff throughout the year will establish how well the framework is reducing gaps in learning. Outcomes from assessments.</p> <p>Focus groups with children to gauge interest and engagement with Numeracy.</p> <p>Staff feedback on children's engagement and performance.</p> <p>Classroom observations.</p> <p>Classroom observations.</p> <p>Discussions with children in open areas.</p> <p>Observations within classrooms.</p> <p>Feedback forms from staff on approaches they have taken forward and their impact.</p> <p>Monitoring children's performance in class. Survey/Focus groups with parents/carers to gauge confidence before and after inputs.</p>	
	1.3			Aug 2022- June 2023 CTs	Children will be provided with cohesive, in depth and progressive Numeracy teaching. Greater consistency will be provided for all children.	Professional dialogue with staff throughout the year will establish how well the framework is reducing gaps in learning. Outcomes from assessments.	
	2.3			Aug 2022- June 2023 CTs	Children will be provided with cohesive, in depth and progressive Numeracy teaching. Greater consistency will be provided for all children.	Professional dialogue with staff throughout the year will establish how well the framework is reducing gaps in learning. Outcomes from assessments.	
	2.2			Aug 2022- June 2023 CTs	Children will be provided with cohesive, in depth and progressive Numeracy teaching. Greater consistency will be provided for all children.	Professional dialogue with staff throughout the year will establish how well the framework is reducing gaps in learning. Outcomes from assessments.	
	3.2			Aug 2022- June 2023 CTs	Children will be provided with cohesive, in depth and progressive Numeracy teaching. Greater consistency will be provided for all children.	Professional dialogue with staff throughout the year will establish how well the framework is reducing gaps in learning. Outcomes from assessments.	
	3.3			Aug 2022- June 2023 CTs & SMT	Children will be provided with cohesive, in depth and progressive Numeracy teaching. Greater consistency will be provided for all children.	Professional dialogue with staff throughout the year will establish how well the framework is reducing gaps in learning. Outcomes from assessments.	

Establishment Strategic Priority:		**Improvement in attainment, particularly Numeracy. Using data to track progress and achievement and to close the gap between the most and least disadvantaged young people.				Linked to Service Priority: 1		
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>		
1.3 Quality Assurance	1.2	No	Two Numeracy classroom observations will be conducted in all classes throughout the academic year to ensure high quality learning and teaching is delivered.	Aug 22 – Jun 23 SMT	Examples of good practice will be shared amongst staff. Areas for development can be identified and staff can be offered training or support to ensure children are given the best provision.	Classroom observation records will document next steps. These will be acted on for follow-up observations to track developments/improvements. Follow-up meetings will be held with staff to gain feedback and gauge confidence. Pace of learning will be kept high – reflected in tracking data. Pride in work should be evident during observations and conversations with children. Classroom observations, staff focus groups.		
	1.3			Jotter monitoring will be conducted twice throughout the year in line with our Jotter and Presentation Policy.			Aug 22 – Jun 23 SMT	The pace of learning will be monitored and kept at an appropriate rate for all learners. High expectations will be maintained.
	2.2						Aug 22 – Dec 23 Numeracy Working Party	Children will be exposed to a broad and diverse range of teaching experiences which allow them to apply their Numeracy learning in a range of contexts.
	2.3						Aug 22- Jun 23 SMT & CTs	High quality learning and teaching will be delivered within Numeracy. Attainment will improve.
3.2	3.3	A set of shared expectations will be created as a staff to establish the range of experiences learners should engage in across Numeracy.	Learning walks will be held each term with staff and SMT to uphold shared expectations within Numeracy lessons.		Positive changes to the experiences offered will be clear in classrooms. Pupil focus groups should demonstrate heightened engagement. Progress and achievement data alongside assessments should demonstrate a deeper level of understanding.			

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Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
1.4 <i>Tracking Robustly</i>	1.2 1.3 1.5 2.2 2.3 3.2	No	<p><i>Termly tracking meetings will be held with all staff to track the progress of their learners within Numeracy. This will provide an opportunity to identify children requiring interventions, support or challenge.</i></p> <p><i>In-school class tracking documents will be updated termly alongside the SEEMIS Progress and Achievement trackers. Any plateaus or drops in achievement can be easily identified and interventions put in place.</i></p> <p><i>Class Teachers will complete ongoing and end of unit assessments for all taught Numeracy concepts to ensure appropriate support or challenge is provided for learners.</i></p>	<p><i>Aug 22 – Jun 23 SMT & CTs</i></p> <p><i>Aug 22 – Jun 23 SMT & CTs</i></p> <p><i>Aug 22 – Jun 23 SMT & CTs</i></p>	<p><i>Children will be provided with appropriate support or challenge in a timely manner. Pupil confidence will raise as tasks set will be of an appropriate level of challenge.</i></p> <p><i>Attainment levels will be monitored and improved/maintained. Children will be provided with appropriate support or challenge in a timely manner</i></p> <p><i>Pupils will demonstrated heightened confidence and understanding during classroom observations.</i></p>	<p><i>DHT will collate tracking data onto a school spreadsheet which will detail areas requiring challenge, support and/or intervention.</i></p> <p><i>Higher levels of attainment should be evident across assessment.</i></p> <p><i>Pupil focus groups/classroom observations should demonstrate learners participating in learning that is of an appropriate level of challenge. Progress and achievement will be tracked termly on school and SEEMIS tracking documents.</i></p> <p><i>Outcomes in assessments should demonstrate heightened understanding.</i></p>

Establishment Strategic Priority:		**Improvement in attainment, particularly Numeracy. Using data to track progress and achievement and to close the gap between the most and least disadvantaged young people.				Linked to Service Priority: 1
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes What will change for our learners?	Measurement How will we measure impact?
1.5 Providing suitable interventions for those not on track.	1.5	Yes	Numeracy 5 Minute Box kits will be purchased and CAs will be trained on delivering these interventions to learners.	Aug 22 – Dec 22 CAs	Raised attainment in Numeracy and Maths for targeted learners.	GL/SNSA results, tracking meetings and data should demonstrate an increase in attainment.
	2.3		CAs will be offered Early and First Level Numeracy Framework training by the Professional Learning Academy to equip them with the skills to provide targeted support for learners.	Nov 22 CAs	Increase in staff knowledge and confidence teaching and supporting the learning of Numeracy concepts.	Staff confidence will improve and feedback and discussions will evidence this.
	2.4		PEF Teacher will be utilised to provide targeted support and interventions through the use of tracking data.	Aug 22 – Jun 23 PEF CT	Raised attainment in Numeracy and Maths for targeted learners. Children's confidence within Numeracy will increase	Raised attainment evidence in formative and summative assessments completed by staff delivering support groups and CTs.
	3.1		In-school Pupil Support Teacher and DHTs will provide pupil support inputs to children identified by class teachers as off-track within tracking meetings.	Aug 22 – Jun 23 PS Teacher & DHTS	A new range of varied approaches will be offered to support children when learning Numeracy concepts.	Pupil feedback to gauge children's levels of engagement and understanding.
3.2	Making Use of Manipulatives training will be offered to P1-3 staff to utilise alternative approaches to supporting learners who are not on track.	Feb 23 P1-3 CTs & DHT				

Establishment Strategic Priority:		B. Improvement in attainment, particularly literacy. Using data to track progress and achievement and to close the gap between the most and least disadvantaged young people.				Linked to Service Priority: 1 and 2
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
Quality learning, teaching and assessment.	1.2 Leadership of learning	No	Staff will analyse data from last session including: <ul style="list-style-type: none"> GL PTE results SNSA Reading/Spelling assessments in class. 	Aug 22 – June 23 All Teaching Staff	Attainment will be increased across areas of literacy. Pupils will be closer to their chronological reading and spelling age.	Follow up GL and other assessment data. Aston spelling and reading scores.
	2.3 Learning, teaching and assessment		Results will be analysed and used to target pupils with specific gaps in learning through the use of planned interventions and small group working.	Reviewed every term. All Staff	ACEL data will show high percentage of pupils achieving expected levels. (Above 75% across all areas)	Seemis tracking data. School tracking documents.
	2.4 Personalised support		Staff to engage in quality CLPL opportunities around developing writing strategies.	Aug 22 – June 23 PLA SLT Teaching Staff	Pupil confidence in writing is increased through use of strategies that particularly support reluctant writers. Staff confidence in teaching writing is positively impacted.	Staff reviews on confidence through regular tracking meetings. ACEL data showing an increase in pupils achieving writing levels.
	3.2 Raising attainment and achievement		Staged paperwork is completed to a high standard and evaluated termly. SMART targets are used to ensure the progress is clearly tracked and easily measured across the term. Pupils not on track should all have a target.	Class Teachers SLT	Targets are clearly differentiated meaning pupils receive tailored support. Their confidence levels are increased resulting in higher achievement.	Evaluations of staged paperwork.

Establishment Strategic Priority:		B. Improvement in attainment, particularly literacy. Using data to track progress and achievement and to close the gap between the most and least disadvantaged young people.				Linked to Service Priority: 1 and 2
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>
Raising Attainment and Achievement	<p>1.2 Leadership of learning</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>3.2 Raising attainment and achievement</p>	Yes	<p>Use of online resources to be reviewed and effectiveness evaluated. Ensure all staff are aware of how these can be effectively used to support their classroom practice.</p> <p>Moderation activities across the school and with cluster colleagues.</p> <p>Staff to engage in training around relevant topics related to high quality teaching and raising attainment.</p>	<p>Aug 22 – Dec 22 Teaching Staff SLT</p> <p>Cluster Meeting Dates Teaching Staff</p> <p>Aug 22 – June 23 PLA SLT Teaching Staff</p>	<p>Pupils gain a depth of understanding of new concepts learned as they are given valuable opportunities to consolidate their learning in school and at home.</p> <p>Consistency across the school and cluster ensuring pupils are being taught using examples of best practice.</p> <p>Raised attainment in all areas of literacy.</p>	<p>Tracking systems and reports generated by online resources.</p> <p>Examples of pupil work being of a high standard. All high level data.</p> <p>All assessment data. Tracking meetings</p>

Establishment Strategic Priority:		B. Improvement in attainment, particularly literacy. Using data to track progress and achievement and to close the gap between the most and least disadvantaged young people.					Linked to Service Priority: 1 and 2
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>	
Quality Assurance	1.1 Self-evaluation for self-improvement	No	Regular observations of all staff working with pupils to ensure quality lessons are being planned and implemented across all stages.	Termly Teaching Staff SLT	Pupils are being taught high quality lessons that have been planned to meet their needs. Impacting on their attainment.	Termly class observations.	
Tracking Progress Robustly	1.4 Leadership and management of staff		Moderation and monitoring of online planning.	Termly SLT	Consistency across the school and expectations are clearly laid out. Teacher confidence in planning increases, ensuring pupils are being taught coherent programmes of work.	Monitoring online plans on a termly basis. Grid completed to track the standards.	
	2.2 Curriculum		Whole school data is tracked on a spreadsheet to show across stages and levels, where the gaps are.	Aug 22 – June 23 Erin Nelson	All staff can see clearly where the gaps are and plan targeted interventions for pupils that will raise attainment in literacy.	Formative and summative assessments. ACEL data	
	3.2 Raising attainment and achievement		School trackers completed by class teachers termly.	Teaching Staff SLT		Tracking sheets.	
			Termly tracking meetings with teaching staff.				
		Ongoing and end of unit assessments for all taught Literacy concepts.	Class Teachers		Pupils who are above and below average are identified to allow for early intervention.	High level of pupils achieving expected levels at each stage.	

Establishment Strategic Priority:		B. Improvement in attainment, particularly literacy. Using data to track progress and achievement and to close the gap between the most and least disadvantaged young people.					Linked to Service Priority: 1 and 2
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>	
Providing suitable interventions for those not on track.	1.1 Self-evaluation for self-improvement		Reading Wise intervention to be purchased and staff will be trained on delivering this intervention.	Aug 22 –June -23 All Staff	Raised attainment in Reading with pupils being closer to their chronological age.	GL/SNSA results as well as termly assessments in class. (Aston)	
	1.4 Leadership and management of staff		PEF Teacher will be utilised to provide targeted support and interventions through the use of tracking data.	PEF Teacher	Raised attainment in Literacy for target pupils. Children’s confidence within Literacy will be increased.	Raised attainment evidence in formative and summative assessments.	
	2.2 Curriculum		PST and DHTs will provide pupil support inputs to children identified by class teachers as off-track within tracking meetings.	PST DHT’s			
	3.2 Raising attainment and achievement		PLA Interventions to increase knowledge and skills of staff members around teaching literacy across the stages. (Attention and Listening Across the School and Supporting Phonological Awareness)	All Staff	Knowledge and skills of all staff are increased, leading to rich learning opportunities for pupils.	Confidence levels of staff. Feedback and evaluations of interventions.	

Establishment Strategic Priority:		Improvement in embedding Developing the Young Workforce opportunities that provide pupils with skills and sustained, positive school – leaver destinations for all young people.					Linked to Service Priority: 3
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>	
1. Improved transitions between primary and secondary school.	1.1 2.6 2.7 3.1 3.3	N	Liaising throughout the school year with Ardrossan Academy. Making links with staff.	Sep 2022 – June 2023 DHT	Children will become familiar with members of staff from Ardrossan Academy.	Pupil feedback.	
			Inviting secondary staff to teach P7 pupils in class.	From Nov 2022 DHT	Children will have opportunity to be taught by secondary teachers from the feeder school.	Pupil and staff feedback.	
			Providing enhanced transition opportunities for pupils who require this.	From Jan 2023 DHT and CT	Children will be chosen to be involved in enhanced transition activities.	Pupil and parent feedback will be sought.	
2. Improved DYW opportunities.			Pupils will all take part in a careers week. This will provide the pupils with opportunity to listen to a variety of job roles and what is expected of them in order to be in that role.	Nov 2022 DHT and working party	Pupils will feel confident about understanding the variety of jobs that will be available to them when they are older.	Difference in knowledge about career paths available to them. Evaluations from staff and pupils.	
			P7 pupils to take part in an Enterprise topic. Pupils will experience budgeting, selling a product and learning about profit and loss.	APR 2023	Pupils will have a good understanding of running a small business and will confidently talk about this.	Engagement in the project. Experiences and outcomes met.	

Establishment Strategic Priority:		Improvement in embedding Developing the Young Workforce opportunities that provide pupils with skills and sustained, positive school – leaver destinations for all young people.					Linked to Service Priority: 3
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>	
3. Further develop whole school focus weeks to develop skills.	1.1	N	<p>Whole school STEAM week to provide pupils with a range of experiences.</p> <p>A Working Party will be created with staff members to focus on the STEAM week and other STEAM opportunities for the pupils.</p> <p>Link up with DYW offices in Prestwick and work with them to create further opportunities for the pupils.</p>	NOV 2022- MAY 2023 Class Teachers	Pupils will partake in a variety of STEAM experiences. Local businesses, parents and friends of the school will be invited to share their knowledge and give the children opportunities to actively engage with the session they are providing.	Monitor pupil engagement and collect feedback from pupils.	
	2.6			OCT 2022- JAN 2023 Class Teachers	Pupils will participate in STEAM week and build their knowledge of career options.	Pupil surveys.	
	2.7			OCT 2022 DHT	Pupils will have experiences throughout the year where they will have opportunity to select industries they are interested in to learn about.	Oral feedback from pupils after sessions to measure their experience.	
3.1							
3.3							

Establishment Strategic Priority:		Enhancing all areas of health and well-being through a nurturing approach and monitoring this to track progress.					Linked to Service Priority: 4
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>	
1.Supporting the social and emotional and mental health and wellbeing of all pupils in partnership with parents and other professionals	1.1 1.5 2.2 2.3 2.4 2.7 3.1 3.2	No	Familiarisation of staff with the policy 'Whole School Approach Framework for schools to Support Children and Young People's Mental Health and Wellbeing.'	Sept 2022 All staff	Partnership support to meet the needs of the children will be in line with the policy. Better supports identified at an early stage.	PASS results Pupil and parent views Observation of child's wellbeing Whole school tracking of HWB	
			Self-evaluation of school mental health and wellbeing approaches. Appendix 4 of document.	Sept 2022 SMT/all staff	Robust evaluation will provide opportunity to identify needs of the school resulting in better outcomes for the children.	Self-evaluation results and next steps summary.	
			Gathering views of children through PASS, HWB wheels and individual staged intervention procedures.	Sept 2022 All staff	Early identification of wellbeing needs of individual children.	PASS results analysis. Wellbeing wheel analysis at start of session as compared to end of session.	
			Children having their say on whole school approaches to HWB through Health Pupil Council Group and HGIOURS questionnaire.	All year SMT/group chairs	Pupil views identified and targets set to improve HWB of children in school.	Survey results	
			Ensuring effective curriculum learning and teaching approaches to support HWB including use of digital technology and online resources.	All staff Oct.2022	Children will feel supported and through progressive L&T opportunities children will acquire skills and strategies to deal with challenging situations.	Staff evaluations and pupil views Teacher's planning	
			Further embed principles of nurture and positive relationships policy throughout school.	All staff Aug 2022- June 2023	Children will feel supported and that they are part of a nurturing environment where their views are respected and concerns are acted upon.	Pupil feedback/surveys	
			Update school behaviour policy with all stakeholders and provide training for all stakeholders on new policy and guidance	Staff, parents, pupils.	Children will have clear guidelines along with class charters around expectations to demonstrate positive behaviours.	Parent and pupil feedback. RRS gold award. Observation	

		<p><i>including use of new reward systems e.g house points.</i></p> <p><i>Weekly assemblies to share wider achievement and with a focus on celebrating positive behaviours and achievements, all adding to the positive ethos in school and mental wellbeing of children.</i></p> <p><i>Gathering pupil views through Staged Intervention meetings.</i></p> <p><i>Use of external agencies/supports as required e.g Kitbag, The Exchange, Ed.Psych, School Counselling Service, School Nurse etc following views gathered through effective communication with parent/carers e.g TAC meetings.</i></p> <p><i>Continue to embed nurture principles throughout school to create a positive ethos where children feel supported.</i></p> <p><i>Achieve RRS Gold Award.</i></p>	<p><i>Oct 2022</i></p> <p><i>All year SMT</i></p> <p><i>3x per year DHT</i></p> <p><i>All year DHT</i></p> <p><i>All year All staff</i></p> <p><i>Dec 2022 DHT & staff</i></p>	<p><i>Children will be able to refer to guidance and rewards will be in place to reinforce positive behaviours.</i></p> <p><i>Safer environment for children to learn in.</i></p> <p><i>Children learn to celebrate positive behaviours and become role models for others. Children with individual needs will feel supported and meet the targets set.</i></p> <p><i>Children are able to voice opinions to support their HWB.</i></p> <p><i>Child's needs identified quickly and outcomes met by external and school support.</i></p> <p><i>School is a safe environment diversity is celebrated and children feel secure in sharing their views and differences.</i></p> <p><i>Children are aware of and can talk about their rights with confidence.</i></p>	<p><i>Pupil voice in Staged Intervention targets.</i></p> <p><i>Observation of behaviours and number of children celebrating achievements/positive behaviours at weekly assemblies.</i></p> <p><i>Staged Intervention evaluations.</i></p> <p><i>TAC minutes and wellbeing plan evaluations.</i></p> <p><i>Pupil questionnaires</i></p> <p><i>Wellbeing wheels</i></p> <p><i>PASS results</i></p> <p><i>RRS award</i></p>
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<p>2. Supporting physical health and wellbeing.</p>	<p>1.1 1.3 2.2 2.7 3.1</p>	<p>No</p>	<p>Review PE curriculum with aim of purchasing new equipment to support physical health.</p> <p>Purchase new playground games for each class.</p> <p>Further develop links with Active Schools to ensure annual calendar of engagement is in place for new session.</p> <p>WTA to include time allocated for all staff to support/lead after school clubs for all stages and seek parents to help.</p> <p>Develop links with community groups/parents to encourage physical health and wellbeing e.g BLTennis, gardening/quarry group, Barony.</p> <p>Complete cycling proficiency programme with P6.</p> <p>Promote active and outdoor learning throughout the school and provide staff with necessary training.</p>	<p>Oct 22 Class Teachers</p> <p>Sept 22 PT</p> <p>June 22 DHT</p> <p>WTA June 22-clubs all session All staff</p> <p>All year SMT</p> <p>May 23 P6 staff</p> <p>All year All staff</p>	<p>All children provided with full progress physical activity programme using a range of equipment and resources to promote wellbeing and stimulate interest in active pastimes. Positive mental wellbeing through play.</p> <p>Children will be able to engage in a range of activities to promote physical wellbeing with expert tuition.</p> <p>Children will be able to engage in a range of activities to promote physical wellbeing with expert tuition.</p> <p>Children will be able to engage in a range of activities to promote physical wellbeing with expert tuition. Children will develop links with their community. Children will be able to cycle to school safely whilst engaging in physical activities.</p> <p>Children have opportunities to engage in a more stimulating curriculum which promotes active and play based learning.</p>	<p>Pupil views</p> <p>Survey from Pupil Council</p> <p>Annual calendar and registers from clubs.</p> <p>Pupil views following engagement in clubs to review which clubs are most successful.</p> <p>Programme of events Pupil views</p> <p>Pass rate and review of how children travel to school</p> <p>Pupil feedback/survey</p>
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<p>3. Supporting staff health and wellbeing</p>	<p>1.4 2.4 2.7 3.1</p>	<p>No</p>	<p><i>Regular department meetings to review staff wellbeing and alleviate anything causing stress/concerns.</i></p> <p><i>Supporting staff professional learning and development in order to ensure their own and others wellbeing.</i></p> <p><i>Recognition across the staff of importance of staff wellbeing and supports on offer e.g OH referrals, online support groups, etc.</i></p> <p><i>Staff social events to promote wellbeing.</i></p>	<p><i>All year All staff/SMT</i></p> <p><i>All year SMT</i></p> <p><i>All year HT</i></p> <p><i>All staff</i></p>	<p><i>Staff wellbeing will impact on ethos within classroom ensuring children feel supported and positive about their learning.</i></p> <p><i>Staff wellbeing will impact on ethos within classroom ensuring children feel supported and positive about their learning.</i></p> <p><i>Children will engage with teachers with more positive impact on their learning as staff will be happier and supported within the workplace.</i></p> <p><i>Happy staff make happy children!!</i></p>	<p><i>Staff feedback</i></p> <p><i>Staff feedback and evaluations</i></p> <p><i>Staff feedback</i></p> <p><i>Staff and pupil relationships and feedback from parents.</i></p>
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Establishment Strategic Priority:		Placing human rights and needs of every child and young person at the centre of education. Linking learning and school life to the UNCRC.					Linked to Service Priority: 5
Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>	
1. Embedding the UNCRC within teaching and learning and promote this throughout our school ethos.	1.1	No	RRS committee to aim towards Gold accreditation.	Aug- May 2022 DHT	Children are aware of their rights and engage in activities to show and understanding of the rights of others.	Record of activities, minutes and views of the committee to achieve Gold accreditation by end of session.	
	1.4		All teachers will create a Class Charter with their pupils following the display guidance in place.	Aug 2022 Class Teachers	Pupils will be involved in creating their Class Charter.	Staff and pupils will report a positive impact the charter has on all.	
	2.2		Charters to be made areas of the school e.g. playground, assembly and dining hall.	Sept 2022 DHT	Committee members will be involved in creating school charters.	Pupils will report a positive impact the charters are having in the areas of the school they have been created for.	
	2.3		Class teachers to teach about the rights of the child through explicit teaching and learning experiences.	Aug – June 2022 Class Teachers	Learners will build their knowledge and understanding of their rights.	Discussion with pupils.	
	3.1		The UNCRC will underpin our Positive Relationships policy.	Sept – Oct 2022 All Staff, parents and pupils.	All stakeholders will be involved in creating a Positive Relationships Policy.	Feedback for all stakeholders.	

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2. Promoting the importance of pupil voice and utilising pupil opinion to drive change.	1.1	N	RRS Committee will be created. There will be one representative from each class that will feedback information to their peers and share information with the committee itself.	Sept 2022 DHT	Children will apply to be part of the committee. They will actively take part in decision making within their school community.	Analysis of feedback given and staff from the UN who will be part of the accreditation process.	
	1.3		Pupil Council/ Enterprise Committee will be created. There will be one representative from each class.	Sept 2022 DHT	Children will apply to be part of the committee. They will actively take part in decision making within their school community. Furthermore, pupils will be involved in fundraising opportunities for the school led by them.	Discussions with all stakeholders.	
	3.1		HWB Pupil Voice Group to use the HGIOURS to identify wellbeing/ nurture needs within the school.	Sept 2022 DHT	Children will apply to be part of the pupil voice group. They will identify areas of development within the school and create a plan of action.	Analysis of HGIOURS survey results and minutes from group meetings.	
			Involving all pupils in class decisions where their voice and opinions are considered and acted upon.	Aug 2022 – June 2023 Class teachers	Pupils will be involved in day-to-day decisions within their class.	Observations and feedback from pupils.	

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Thematic Area	HGIOS 4 HGIOELC	Supported through PEF? Y/N	How will we achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement <i>How will we measure impact?</i>	
3. Enhancing parent/ carer voice and utilising this to drive change and gather their opinions by developing parental engagement opportunities.	2.5	N	Seesaw and YouTube to be used to allow for the sharing of learning and opportunities for parents/ carers to give feedback.	Aug 22 – June 23 All staff	Keep parents up to date with pupil learning on a regular basis which can be followed up at home, allowing pupils to extend their learning and deepen their learning.	Parent/ carer surveys to gather opinion.	
	2.6						
	2.7						
	3.1						
	3.2		Meet the teacher from P2-7.	Aug 22 All teaching staff	Parents will be given the opportunity to meet their child's teacher and ask any questions they might have.	Parent feedback from questionnaire on the day.	
	3.3		Parents to be involved with RRS by inviting them into the school to partake in some events.	Nov 22 – DHT	Parents will work with pupils and staff on RRS activities.	Parents will speak confidently about RRS and understand further the rights of the child.	
			Monthly newsletter to be given to all parents detailing whole school events and celebrating success in the school.	Aug 22 – June 23 HT	Pupils are provided with information and feedback from their parents/ carers.	Feedback sheets in jotters which can be updated by parents.	