

**North Ayrshire Council
Education and Youth Employment**

**Whitehirst Park Primary
Improvement Plan 2017-18**



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

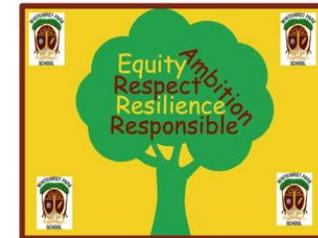
Vision, Values and Aims

Whitehirst Park Primary's Vision, Values and Aims underpin everything we do. They are at the heart of our curriculum, extra curricular activities and the way we interact with each other.

At Whitehirst Park Primary our children, staff, parents and community partners work together to promote a culture of mutual respect and lifelong learning where children are happy, motivated and have high self-esteem and confidence to enable them to realise their potential.

We aspire to provide the highest quality of learning and teaching in order that our children and young people will develop the knowledge, skills and attitudes necessary to succeed in our changing society.

We have high standards in all that we do, which are reflected in our Values and Aims:



Ambition - We have high expectations, we believe, we can and we are determined to succeed.

Respect - We are honest and trustworthy. We value others rights, differences, feelings and property. We are polite, have good manners and treat others with dignity.

Responsibility - We ensure the decisions we make have a positive impact on the school environment, local community, the wider world and ourselves.

Equity - We ensure that the needs of the individual are met. We provide appropriate opportunities and support to enable all to reach their potential.

Resilience - We are a Nurturing school. We support all to develop the life skills to 'bounce back' from challenges.

Council Priorities:

The five Council strategic priorities for 2015-2018 are detailed below:

- **Growing our economy, increasing employment and regenerating towns**
- **Working together to develop stronger communities**
- **Ensuring people have the right skills for learning, life and work**
- **Supporting all of our people to stay safe, healthy, and active**
- **Protecting and enhancing the environment for future generations**

National Improvement Framework:

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

- **Improvement in attainment, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children**
- **Improvement in children and young people's health and wellbeing**
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

Education and Youth Employment Directorate

Strategic Outcomes 2017-2018

“Ensuring people have the right skills for learning, life and work”

National Improvement Framework Priorities 2017:

1. Closing the attainment gap between the most and least disadvantaged children
2. Improvement in attainment, particularly in literacy and numeracy
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations

Service Priorities 2017-2018

1. We are reducing inequalities and delivering improved outcomes for children and young people

- Embed and extend nurturing approaches to promote inclusion across all education establishments.
- Within the framework of the corporate Fair for All and directorate inclusion strategy, ensure effective support for children and young people.
- Ensure effective implementation of Children & Young People (Scotland) Act 2014.
- Encourage and support active collaboration and engagement with parents, including family learning in partnership with other Council directorates and partners.
- Develop a range of strategies to support the mental and emotional wellbeing of our children and young people.
- Ensure we develop and deliver an effective early years’ service which will provide flexible learning and a blended model of childcare provision.
- Ensure our school estate provides high quality learning environments

2. High quality learning and teaching is taking place in all our establishments

- Develop and implement a strategic vision for learning and teaching for all of our learners.
- Evaluate and enhance our curriculum from early level to Senior Phase.
- Support and strengthen the professional capacity of staff.
- Design and implement a framework to ensure we develop high quality leaders of learning.

3. Self-evaluation and performance improvement are embedded throughout our schools and central support teams

- Consolidate our approach to self-evaluation to ensure a consistency of rigour which will support continuous improvement planning in all education establishments.
- Further refine our approaches to the use of data and research to inform effective teaching and learning, including benchmarking, Teachers’ Professional Judgement, national standardised assessments and ‘what works’ elsewhere.
- Further develop reporting of management information to inform policy and practice, and to meet the requirements of the National Improvement Framework
- Develop and implement plans to respond to employee engagement and stress surveys.

4. Levels of attainment and achievement are improving for all learners

- Raise attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching.
- Further develop a Senior Phase curriculum that blends different types of learning and provides a range of appropriate learning pathways leading to the achievement of qualifications and awards at all levels.
- Integrate a range of personal and wider achievement options into learning programmes to enhance the skills and qualifications of learners.
- Maintain a specific focus on reducing poverty related attainment gap and maximise learning potential of specific groups of learners including LAC.

5. High numbers of our young people are entering positive and sustained post-school destinations

- Strengthen partnership links and collaborative arrangements with the FE and HE sectors, employers, commerce and the third sector.
- Continue to support young people with additional support needs (ASN) to secure a sustained destination that meets their needs.
- Ensure our young people leave school with the skills employers need.
- Work towards embedding national career and work placement standards.
- Work with key partners to enable young people to participate in appropriate apprenticeship programmes for our young people.

Strategic Plan – Whitehirst Park Primary

Directorate Priorities	We are reducing inequalities and delivering improved outcomes for children and young people	High quality learning and teaching is taking place in all our establishments	Self-evaluation and performance improvement are embedded throughout our schools and central support teams	Levels of attainment and achievement are improving for all learners	High numbers of our young people are entering positive and sustained post-school destinations
School Priorities	Cultivate a 'nurturing schools' approach to meet the needs of all young people.	Align Numeracy planning and assessment with experiences and outcomes and benchmarks to enrich the quality of learners' experiences and raise attainment in Numeracy.	Align Literacy planning and assessment with experiences and outcomes and benchmarks to enrich the quality of learners' experiences and raise attainment in Literacy.	Use whole school self evaluation systems and processes to support quality improvement.	Increase Parental Engagement through effective reporting to parents and Family Learning.
Lead Staff	Robyn Davidson DHT	Jennifer Elstone CT	Janette Dickinson/ Louise Johnstone PT	Lynn Robertson HT	Lorraine Manning CT /Lynn Robertson HT
High Level Objectives	<p>Establish a culture where all staff use the Nurture and GIRFEC Principles to assess and plan for children's learning and wellbeing needs.</p> <p>Evaluate, refine and enhance Additional Support for Learning Procedures.</p>	Implement a progressive, cohesive programme of work in Numeracy with agreed assessment.	Implement a progressive, cohesive programme of work in Literacy with agreed assessment.	Review our Curriculum and create a Curriculum Rationale, involving all stakeholders.	<p>Review and develop how we report to Parents to fully involve parents and pupils in evaluating progress and identifying next steps for pupils.</p> <p>Implement whole school and targeted Family Learning approaches (see PEF plan).</p>

School Improvement Plan – Whitehirst Park Primary

Strategic Priority 1: Cultivate a 'nurturing schools' approach to meet the needs of all young people.				
High Level Objectives	HGIOS 4	How will I achieve this?	Pupil Outcomes	Measurement
Establish a culture where all staff use the principles and practices of GIRFEC and Nurture to assess and plan for children's learning and wellbeing needs.	1.1	<p>Nurture: All teaching staff, support staff, pupils and parents will complete baseline Nurture Readiness questionnaire before, and again after, training commences. - May 2017 (baseline has been completed).</p> <p>Career Long Professional Learning (CLPL) will be provided to further develop staff' knowledge and understanding of the links between Nurture and the teaching and learning process (including the launch of the School Positive Relationships Policy). - September/October and throughout Session 2017-18.</p> <p>Develop Family Learning/Nurture Room - Term 1 Session 2017-18.</p> <p>Further develop the lunchtime wellbeing club for pupils from P1-3 who would benefit from Nurturing Approaches. - September/October 2017 and beyond.</p>	<p>Staff will have an improved knowledge of, and confidence in Nurture approaches as a key way to support day-to-day work with the children. They will understand the responsibility of all in promoting and supporting the health and wellbeing of pupils.</p> <p>Improved staff understanding of development steps needed to improve outcomes for pupils.</p> <p>Staff will be confident about responding to emerging signs of concern and taking effective, early or preventative actions improving outcomes for all pupils.</p> <p>Pupils will be able to articulate their knowledge (pupil voice) of the wellbeing indicators and the work being undertaken in the school. They will be aware of their needs in relation to the wellbeing indicators and they will have increased confidence and resilience.</p>	<p>Nurture Readiness Baseline questionnaire results -pre and post.</p> <p>Relationships policy will reflect the Integrated Children's Services Plan, Children's Rights, Restorative Approaches and the culture and practices of GIRFEC and Nurture, focusing on wellbeing for all.</p> <p>Boxall profiles - pre and post Wellbeing Club intervention.</p> <p>Action minutes of meetings demonstrating progress and impact of interventions.</p> <p>In-service agendas, activities and evaluations</p> <p>GIRFEC self-evaluation paperwork.</p> <p>Wellbeing activities are evident in daily plans, forward planning, pupil committee work and Assemblies.</p> <p>Questionnaires results from pupils and parents.</p>
	1.2			
	1.3			
1.4				
2.1				
2.2				
2.3				
2.4				
2.6				
2.7				
3.1				
3.2				
	NIF	<p>GIRFEC: All teaching and support staff will be reminded about the GIRFEC approach, and their roles and responsibilities will be explored during in-service day training. The wellbeing indicators (SHANARRI) will be explored and the GIRFEC interactive tool will be used to self-evaluate and identify areas for development - August/September 2017.</p> <p>Gather Parent/Pupil views around our work to support each wellbeing indicator to evaluate and identify areas for development - August/September 2017.</p> <p>GIRFEC Working Party and Pupil GIRFEC Committee to create an action plan for the focus wellbeing indicators for this session - September 2017.</p>		
	Priority 1			
	Priority 3			
	Driver 2 Driver 3 Driver 4			

Strategic Priority 1 cont. : Cultivate a 'nurturing schools' approach to meet the needs of all young people.

High Level Objectives	HGIOS 4	How will I achieve this?	Pupil Outcomes	Measurement
<p>Evaluate, refine and enhance Additional Support for Learning (ASL) Procedures.</p>	<p>1.1 1.2 1.3 1.5 2.1 2.2 2.3 2.4 2.6 2.7 3.1 3.2</p>	<p>Results of Teacher confidence questionnaire completed in May 2017 will be used to identify development needs and assess understanding of current procedures. - August/September 2017</p> <p>DHT and Pupil Support Teacher will review and evaluate current ASL procedures e.g. timetabling of support, liaison, CLPL needs, timetabling of school team around the child meetings to maximise pupil and parental engagement. - August/September 2017</p> <p>CLPL will be provided to ensure all staff are confident with all aspects of School ASL procedures. - By November 2017</p>	<p>Improved staff understanding of development steps needed to improve outcomes for pupils, leading to improved provision for pupils.</p> <p>Staff will be confident about responding to emerging signs of Dyslexia and taking effective, early or preventative actions leading to improved outcomes for all pupils.</p> <p>Levels of attainment and achievement of children highlighted as requiring additional support will show improvement within school assessment and tracking processes throughout the session.</p>	<p>Quality Assurance Activities will ensure:</p> <ul style="list-style-type: none"> ❖ <i>ASL Policy and Procedures are embedded in practice</i> ❖ <i>Pupil Support timetable reflects pupils identified in tracking meetings who are on Stage 1/2/3 and is reviewed at least termly</i> ❖ <i>Classroom Assistant Timetable reflects pupils identified in tracking meetings who are on Stage 1/ 2/3 and is reviewed at least termly</i> ❖ <i>CLPL agendas and evaluations show impact on staff and pedagogy</i> ❖ <i>Action Minutes of teacher/Senior Leadership tracking dialogue will show the impact of support</i> ❖ <i>Classroom Monitoring - ensuring identified pupils are appropriately supported and challenged</i>
	<p>NIF</p>	<p>CLPL for staff on North Ayrshire Dyslexia Policy, Assessment procedures and supporting pupils. - By February 2018</p>	<p>Evidence of clear and measureable impact of staff professional learning on outcomes for learners will include enriched experiences across the curriculum and a clear focus on meeting learners' needs.</p>	<p>Comparing previous year(s) end attainment data with end 2017-18.</p>
	<p>Priority 1 Priority 2</p>	<p>CLPL for staff from Professional Learning Academy on effective differentiation, supporting more able pupils, feedback and the language of learning - Dates TBC</p>		
	<p>Driver 2 Driver 3 Driver 4</p>	<p>Engagement with Scottish Network for Able Pupils and CLPL for staff to ensure we are meeting the needs of our most able pupils. - By February 2018</p>		

Strategic Priority 2 : Align Numeracy planning and assessment with experiences and outcomes and benchmarks to enrich the quality of learners' experiences and raise attainment in Numeracy.

High Level Objectives	HGIOS 4	How will I achieve this?	Pupil Outcomes	Measurement
Implement a progressive, cohesive programme of work in Numeracy with agreed assessment.	1.1 1.2 1.3 2.2 2.3 2.4 2.6 3.2	Early, First and Second Level long term planners to be reviewed and adapted in line with new benchmarks, closely examining the transition from First to Third Level - Term 1 Session 2017-18 Numeracy and Mathematics Policy to be updated to include Benchmark guidance and reference to North Ayrshire Early and First Level Framework - By October 2017 Staff member trained in Maths Recovery to support pupil support teacher, classroom assistants and teaching staff to plan activities and interventions. - - By October 2017	Raised levels of attainment and achievement in Numeracy. Pupil experiences and achievement of a level will be consistent through effective transition and continuity of experience at all levels. Improvement in pace and challenge.	Comparing previous year(s) end attainment data with end 2017-18. Pre and post baseline questionnaires from Maths Recovery for individuals. Working party meeting action minutes demonstrating progress and impact of interventions.
	NIF			
	Priority 1 Priority 2 Driver 2 Driver 5	Refine/Adapt end of Early and First Level Diagnostic Assessments - By March 2018 Create Assessments for use throughout Early and First Level. - By March 2018 Classroom Assistants to have training in supporting pupils with Numeracy from the Professional Learning Academy - dates TBC Further CLPL for staff from the Professional Learning Academy and in house on Maths Recovery approaches - - By March 2018 Newsletters will continue to have a 'Numeracy' section to provide parents with ideas for supporting their child's Numeracy at home. We will hold Family Learning workshops and have guidance at Parents' Nights to provide parents with practical, fun approaches that demonstrate some new methods. - Throughout Session 2017-18	Teacher confidence is improved which in turn will improve experiences for pupils and attainment Progressive experiences for all pupils with depth of learning and enhanced opportunities for application will be evident. Pupils' needs will be better met through use of various strategies for raising attainment. Consistent practice across the school will assist pupils to make greater progress. Universal and targeted approaches in numeracy will have a positive impact on children's progression within their learning. Parents will be able to better support pupil progress in Numeracy.	Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none"> ❖ <i>Appropriate resources are being used.</i> ❖ <i>Policy document and guidance is embedded in practice.</i> ❖ <i>Evidence of approaches to enhance practice.</i> ❖ <i>Conversations about learning with pupils.</i> ❖ <i>Teaching forward plans and evaluations.</i> ❖ <i>Classroom displays reflect Numeracy Framework and Maths Recovery teaching strategies</i>

Strategic Priority 3 : Align Literacy planning and assessment with experiences and outcomes and benchmarks to enrich the quality of learners' experiences and raise attainment in Literacy.

High Level Objectives	HGIOS 4	How will I achieve this?	Pupil Outcomes	Measurement
Implement a progressive, cohesive programme of work in Literacy with agreed assessment.	1.1 1.2 1.3 2.2 2.3 2.4 2.6 3.2	<p>Early, First and Second Level long term planners for Reading and Writing to be reviewed and adapted in line with new benchmarks,- Term 1 Session 2017-18</p> <p>Third Level plans to developed for all areas of Literacy in consultation with Kilwinning Academy - By March 2018</p> <p>Reading and Writing Policies to be updated to include Benchmark and assessment guidance - By October 2017</p>	<p>Raised levels of attainment and achievement in all areas of Literacy.</p> <p>Pupil experiences and achievement of a level will be consistent through effective transition and continuity of experience at all levels.</p> <p>Improvement in pace and challenge.</p>	<p>Comparing previous year(s) end attainment data with end 2017-18.</p> <p>Working party meeting action minutes demonstrating progress and impact of interventions.</p> <p>Classroom monitoring and Quality Assurance Activities:</p>
	NIF	Write to the Top Assessment Criteria to be reviewed and adapted in line with new benchmarks and planners. - August/September 2017	Teacher confidence is improved which in turn will improve experiences for pupils and attainment	<ul style="list-style-type: none"> ❖ <i>Appropriate resources are being used.</i> ❖ <i>Policy document and guidance is embedded in practice.</i> ❖ <i>Evidence of approaches to enhance practice.</i> ❖ <i>Conversations about learning with pupils.</i> ❖ <i>Teaching forward plans and evaluations.</i>
	Priority 1 Priority 2 Driver 2 Driver 5	<p>Cluster Moderation activities will focus on assessing Writing and focus on agreement of a level and holistic assessment. - September 2017, January and May 2018</p> <p>CLPL for staff around new Listening and Talking planners and resources.- - By November 2017</p> <p>Newsletters will continue to have a 'Literacy' section to provide parents with ideas for supporting their child's Literacy at home. We will hold Family Learning workshops and have guidance at Parents' Nights to provide parents with practical, fun approaches that demonstrate some new methods. - Throughout Session 2017-18</p>	<p>Progressive experiences for all pupils with depth of learning and enhanced opportunities for application will be evident.</p> <p>Pupils' needs will be better met through use of various strategies for raising attainment.</p> <p>Consistent practice across the school will assist pupils to make greater progress.</p> <p>Universal and targeted approaches in Literacy will have a positive impact on children's progression within their learning.</p> <p>Parents will be able to better support pupil progress in Literacy.</p>	

Strategic Priority 4: Use whole school self evaluation systems and processes to support quality improvement.

High Level Objectives	HGIOS 4	How will I achieve this?	Pupil Outcomes	Measurement
Review our Curriculum and create a Curriculum Rationale, involving all stakeholders.	1.1 1.2 1.3 2.2 3.1 3.2 3.3	HT, DHT and PT will involve staff, pupils, parents and partners in evaluating and reviewing the whole school curriculum. - By December 2017 Staff will look outwards for good practice for recording our Curriculum Rationale. - By February 2018 Staff, pupils, parents and partners agree the Curriculum Rationale. - By February 2018	The Curriculum Rationale will reflect the unique context of Whitehirst Park Primary School which will ensure: Enhanced learning experiences for all pupils as areas for development will be clearly identified. Pupils are making very good progress at the appropriate level in CfE and attainment across the curriculum will be improved.	Staff, Pupil and Parental Focus Groups feedback/questionnaires. Classroom/ School Displays reflect Curriculum Rationale and Vision, Values and Aims. Conversations with pupils and parents pre and post to gauge understanding and awareness.
	NIF	Staff will create a draft Curriculum Rationale - By May 2018	Consistency of experience across all stages ensuring smooth transition.	Classroom monitoring and Quality Assurance Activities will ensure all activities and areas of school life reflect the curriculum rationale.
	Priority 1 Priority 2 Priority 3 Priority 4 Driver 6	The Curriculum Rationale will be shared with parents and pupils. - By May/June 2018 <i>Views of pupils and parents with regard to the life and work of the school will be continue to be sought regularly throughout the session. The results of consultation will be collated, shared with all stakeholders. Our Curriculum Rationale will be reviewed and updated regularly as part of our Annual Quality Assurance Procedures.</i>	Pupils' experiences are active, stimulating, challenging, relevant and enjoyable. The pace of learning is appropriate for individual learners and pupils' experiences are well matched to their needs. Staff, pupils, parents and partners are fully involved in developing our curriculum rationale and there is a renewed sense of community and ownership. Staff, pupils, parents and partners are involved in school improvement. Staff, pupils, parents and partners feel valued as part of the school community.	

Strategic Priority 5 : Increase Parental Engagement through effective Reporting to Parents and Family Learning.

High Level Objectives	HGIOS 4	How will I achieve this?	Pupil Outcomes	Measurement
<p>Review and develop how we report to Parents to fully involve parents and pupils in evaluating progress and identifying next steps for pupils.</p>	<p>1.1 2.2 2.5 2.6</p>	<p>Staff, pupils and parents will be involved in evaluating and reviewing current reporting procedures. - completed June 2017</p> <p>Staff working time agreement will reflect additional hours required for reporting in Session 2017-18. - completed June 2017</p> <p>Staff will agree timetable and timescales for reporting in Session 2017-18. - completed June 2017</p>	<p>Pupils and Parents will meet with staff more frequently to discuss progress, which means parents and pupils will be more aware of strengths and development needs.</p> <p>Pupils and parents will be fully involved in identifying next steps in learning which will ensure:</p>	<p>Staff, Pupil and Parental Focus Groups feedback/questionnaires.</p> <p>Conversations with pupils and parents pre and post new procedures.</p> <p>Comparing previous year(s) end attainment data with end 2017-18.</p>
	<p>NIF</p>			
	<p>Priority 1 Priority 2 Priority 3 Priority 4</p>	<p>Staff, pupil and parent working party will produce/agree a draft format for recording pupil progress and next steps. - By September 2017</p> <p>Staff will create a reporting guide for parents to inform them of the various ways we report to parents. - By September 2017</p>	<p>Parents will be able to better support their child's progress through improved and communication and engagement with school.</p> <p>Raised attainment for pupils through equipping, supporting and building the capacity of parents to maximise children's opportunities for learning.</p>	
	<p>Driver 3 Driver 4</p>	<p>Staff, pupils and parents will be involved in evaluating and reviewing current new reporting procedures. - By June 2018</p>	<p>The pace of learning is appropriate for individual learners and pupils' experiences are well matched to their needs.</p> <p>Enhanced learning experiences for all pupils as areas for development will be clearly identified.</p>	

Strategic Priority 5 cont. : Increase Parental Engagement through effective reporting to parents and Family Learning.

High Level Objectives	HGIOS 4	How will I achieve this?	Pupil Outcomes	Measurement
Implement whole school and targeted Family Learning approaches.	2.5 2.7	<p><u>Proposal 1: Employ a part time Family Learning Worker (21hrs/3days):</u></p> <ul style="list-style-type: none"> To build parental confidence and capacity to support their child's learning, and increase their engagement in school life. To provide parents with appropriate strategies to support their child's Literacy and Numeracy learning at home through structured programmes and materials. To work with Active School's Co-ordinator/School Nurse/Catering Staff to plan programmes to promote physical and emotional wellbeing. To support GIRFEC and Nurture practice within school in order that pupils achieve in school, at home and the community. 	Raised attainment for target pupils through equipping, supporting and building the capacity of parents to maximise children's opportunities for learning.	<ul style="list-style-type: none"> SHANARRI wheel - pre and post interventions for targeted pupils, evaluating parental support with learning and health promoting initiatives - looking for increase in Achieving and Healthy Wellbeing Indicators Pre and post questionnaire around specific interventions for parents of targeted pupils evaluating knowledge and understanding of how to support their children's learning, parental attitude to school and the impact of health promoting initiatives/programmes Pre and post questionnaire around specific interventions for staff/teachers of targeted pupils, evaluating pupil attitude to school, quality and quantity of homework completed and progress of pupils (post intervention) PASS - pre and post interventions for targeted pupils - looking for an increase in positive responses P1 Baseline and Baseline Progress Assessments - looking for an improvement in SAS from previous assessments Standardised Assessment Data (NGRT, PTE, PTM) - looking for an improvement in SAS from previous assessments
	NIF	The Family Learning Worker will work in partnership with the DHT to create a space in a vacant classroom for high quality Family Learning. They will have a budget (see Proposal 2) to furnish the room and buy resources to use for Family Learning in Literacy, Numeracy and Health and Wellbeing.		
	Priority 1 Priority 2 Priority 3 Priority 4 Driver 3	<p>The HT will provide the Family Learning Worker with a list of the identified target pupils and families, and their needs.</p> <p>The Family Learning Worker, DHT and HT will devise a calendar of activities to support Family Learning in Literacy, Numeracy and Health and Wellbeing (see Proposal 2 for examples).</p> <p>The Family Learning Worker will identify partner organisations and charities to support the emotional wellbeing of pupils e.g. Barnados Counsellors/ Support Workers drop in and also financial/social support for parents e.g. Credit Union drop in/ Money Matters.</p> <p>The Family Learning Worker will be responsible for the planning, advertising and liaising with target families as well as evaluating programmes and interventions with support from the DHT and HT</p>		

Strategic Priority 5 cont. : Increase Parental Engagement through effective reporting to parents and Family Learning.

High Level Objectives	HGIOS 4	How will I achieve this?	Pupil Outcomes	Measurement
Implement whole school and targeted Family Learning approaches.	2.5 2.7	<p><u>Proposal 2: Furnish a Family Learning Room with resources to support Family Learning in Literacy, Numeracy and Health and Wellbeing :</u></p> <ul style="list-style-type: none"> To create a well resourced, high quality environment to support Family Learning and facilitate the delivery of training opportunities for parents in Literacy, Numeracy and Health and Wellbeing. To create a high quality environment where community volunteers/partners can support pupils and parents. <p>The Family Learning worker will work with the DHT to identify furniture and resources necessary to facilitate family learning and training for parents as follows:</p>		<ul style="list-style-type: none"> Teacher Professional Judgement CfE Levels/Progress Tracker - attainment gap measured in months at the start of the intervention and then at the end will be reduced from previous recording periods Staged Intervention levels across the school reduce as gap narrows
	NIF			
	Priority 1 Priority 2 Priority 3 Priority 4 Driver 3	<p><u>Proposal 3: Family Learning Activities around Literacy and Numeracy</u></p> <ul style="list-style-type: none"> To provide parents with appropriate strategies to support their child's Literacy and Numeracy at home through structured programmes and materials <p>The Family Learning worker will work with the DHT to plan programmes to support parents with Literacy and Numeracy development and to provide opportunities for parents to learn in school with their children e.g.</p> <ul style="list-style-type: none"> ❖ 4 x Soup and Sums - Numeracy Family Learning Sessions ❖ 4 x Soup and Stories - Literacy Family Learning Sessions ❖ Homework Club for parents and pupils e.g. using Bug Club and Sumdog = no cost 		

Strategic Priority 5 cont. : Increase Parental Engagement through effective reporting to parents and Family Learning.

High Level Objectives	HGIOS 4	How will I achieve this?	Pupil Outcomes	Measurement
Implement whole school and targeted Family Learning approaches.	2.5 2.7	<p><u>Proposal 4: Family Learning Activities around Health and Wellbeing</u></p> <ul style="list-style-type: none"> • To support Family Learning around a Healthy Lifestyle • To support the dietary wellbeing of pupils by providing Family Learning around Healthy Eating • To support the physical wellbeing of pupils and tackle obesity by providing opportunities for physical activity • To support the emotional wellbeing of pupils by providing opportunities for quality fun family activities 	See above	See above
	NIF	The Family Learning worker will work with the DHT, Catering and the School Nurse to plan practical sessions for families around cooking simple healthy meals.		
	Priority 1 Priority 2 Priority 3 Priority 4 Driver 3	<p>The Family Learning worker will work with the DHT, Active Schools Co-ordinator, KA Leisure and Connected Communities to plan extra curricular fitness and sports activities.</p> <p>The Family Learning worker will work with the DHT to plan family fun sessions to develop emotional wellbeing and facilitate quality family leisure time e.g. Family Learning Zones/Fun Nights.</p>		

Improvement Plan – Whitehirst Park Primary School – Maintenance Agenda 2017-18

Strategic Priority from Session 2016-17: Implement a phased approach to the 1+2 agenda				
High Level Objectives	HGIOS 4	How will we achieve this?	Pupil Outcomes	Measurement
Implement a progressive, cohesive programme for the teaching of French	1.1 1.2 1.3 2.2 2.3 2.4 2.5 2.7 3.2	<p>Language 2 (French): Principal Teacher will continue to raise the profile of French through:</p> <p>Co-ordinating the school twinning programme. - By October 2018</p> <p>Creating an updated online bank of resources on GLOW for staff, pupils and parents to use. - By October 2018</p> <p>Increasing parental engagement through planning a showcase stall at Parents' Nights and liaising with the Family Learning worker to create a Family Learning Challenge. - By March 2018</p>	<p>Enhanced learning experiences for all pupils.</p> <p>Pupils are making very good progress at the appropriate level in CfE and attainment in French.</p> <p>Consistency of experience across all stages ensuring smooth transition.</p> <p>Pupils' experiences are active, stimulating, challenging, relevant and enjoyable.</p> <p>The pace of learning is appropriate for individual learners.</p> <p>Pupils' experiences are well matched to their needs.</p>	<p>Classroom monitoring and QA Activities will ensure:</p> <ul style="list-style-type: none"> ❖ <i>Appropriate resources are being used.</i> ❖ <i>Policy document and guidance is embedded in practice.</i> ❖ <i>Evidence of approaches to enhance practice.</i> ❖ <i>Conversations about learning with pupils demonstrate understanding of French/Language 3</i> ❖ <i>Teaching forward plans and evaluations reflect North Ayrshire Framework</i> ❖ <i>Classroom displays reflect French/Language 3 learning experiences</i>
	NIF			
	Priority 1 Driver 2 Driver 3	<p>Planning for Implementation of Language 3: Principal Teacher will liaise with North Ayrshire 1+2 co-ordinator to develop a phased approach for the teaching of Language 3 and review this in light of the North Ayrshire Framework Year 1 and 2 in order to identify starting points for stages and classes.</p> <p>CLPL for teachers around implementing the North Ayrshire Framework Language 3.</p> <p>Teachers peer observe and share practice.</p> <p>Gather the views of pupils, staff and parents as part of the process of reviewing the whole school teaching and assessment of Language 3.</p> <p>Ensure appropriate resources are available to staff and pupils, including access to Modern Languages resources and tiles on GLOW.</p>		

Improvement Plan – Whitehirst Park Primary School – Additional Maintenance Agenda 2017-18

High Level Objectives	HGIOS 4	NIF	How will we achieve this?
Improve the outdoor environment and embed learning for sustainability	1.1 1.2 1.3 1.5 2.2 2.3 2.7 3.2	Priority 1 Priority 2 Priority 3 Priority 4 <i>Driver 3</i> <i>Driver 6</i>	<ul style="list-style-type: none"> ❖ Use Grants and Community Funds secured in Session 2016-17 to develop the school grounds in consultation with pupils ❖ Develop partnership with Parents and Community groups to develop the school grounds ❖ Develop outdoor learning and learning for sustainability across the school - possible improvement priority for Session 2018-19
Improve the Health and Wellbeing of pupils and staff	1.1 1.2 1.3 2.2 2.3 3.1 3.2	Priority 1 Priority 3 <i>Driver 1</i> <i>Driver 2</i>	<ul style="list-style-type: none"> ❖ Apply for Sports Scotland Award - aiming for Gold this session ❖ Continue with Fit Fifteen Commitment Pledge - also see PEF proposal 4 ❖ Continue to tackle excessive workload and bureaucracy at particular times of year for all staff
Enrich the quality of learners' experiences and raise attainment in Drama.	1.1 1.2 1.3 2.2 2.3 3.2	Priority 1 Priority 3 <i>Driver 2</i> <i>Driver 6</i>	<ul style="list-style-type: none"> ❖ Review and develop progressive programme of work for Drama at all stages