



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Proud to be **apse** Overall Council of the Year 2017

Education and Youth Employment

Whitehirst Park Primary School

Improvement Plan 2019-20



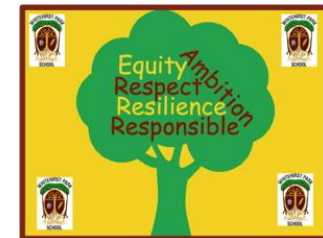
Vision, Values and Aims

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 Council strategic priorities for 2019-24 are detailed below:

Aspiring Communities

- ▶ Active and strong communities
- ▶ Children and young people experience the best start in life
- ▶ Inclusive, growing and enterprising local economy
- ▶ People enjoy good life-long health and well-being
- ▶ People and communities are safe

Inspiring Place

- ▶ Effective infrastructure and digital connectivity
- ▶ Affordable, modern and well-designed homes that meets residents' needs
- ▶ Vibrant, welcoming and attractive places
- ▶ A sustainable environment

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 & YOUTH EMPLOYMENT

DRAFT COUNCIL PLAN 2019-24

Delivery Plan 2019-20

Aspiring Communities - A society where everyone has the same life chances to grow, prosper and have fulfilling and healthy lives.

What we'll do to ensure our children and young people experience the best start in life

We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.

1. We will create high quality indoor and outdoor learning environments that are fit for the purpose of delivering an innovative education service, including an expansion of Early Learning and Childcare to 1140 hours across the NAC early years estate.
2. We will build strong collaborative partnerships to ensure we deliver a high quality education service for our children and families.
3. We will develop continuous professional learning pathways that build the capacity of our staff and create future leaders of service delivery and learning that ensure high quality experiences and the best possible outcomes for our children and their families.

We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.

1. We will continue to design and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap.
2. We will improve the attainment and achievement of our children and young people through high quality learning and teaching in our schools.
3. We will ensure our children and young people are equipped with the right skills for learning, life and work and that high numbers of our school leavers are entering positive and sustained post-school destinations.

We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.

1. We will implement a refreshed Parental Engagement Policy across the education service.
2. We will build on our well-established programmes to support families with their child's learning.
3. We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools.

We will work with all young people to build their resilience, supporting their mental health and physical well-being.

1. We will develop a coherent mental health strategy in partnership with other agencies.
2. We will continue to extend our nurturing approaches and access to counselling in our schools.
3. We will focus on promoting positive relationships.





Strategic Plan 2019-20: WHITEHIRST PARK PRIMARY



School Priorities	Focus on ensuring high quality learning experiences for all children, incorporating the effective use of assessment by staff and learners
High Level Objectives	<p>Learning and Engagement:</p> <ul style="list-style-type: none">• Learners' experiences are consistent, motivating, challenging and well-planned• Learners understand the purpose of their learning• Learners have the opportunity to lead learning and know their views are valued, sought and acted upon <p>Quality of teaching:</p> <ul style="list-style-type: none">• Learners experience a wide range of learning environments and creative teaching approaches• Explanations and instructions are clear through the use of high quality learning intentions, success criteria, skilled questioning and effective feedback• Rigorous, collaborative planning allows learners to develop higher order thinking skills, curiosity and independence <p>Effective use of Assessment:</p> <ul style="list-style-type: none">• Assessment is consistently used to inform next steps in learning and teaching, is matched to learners' needs to identify appropriate and timely interventions and is planned at the start of a block of learning• Regular and varied assessment is moderated to ensure it is valid, reliable and relevant <p>Planning, tracking and monitoring:</p> <ul style="list-style-type: none">• Learners and their parents/carers are involved in planning and evaluating learning• Collaborative planning clearly identifies what is to be learned and how this will be assessed• Rigorous monitoring processes provide reliable information about learners' experiences, progress and attainment• All staff make good use of data to evaluate interventions and improve outcomes for all learners; including those facing additional challenges



Strategic Plan 2019-20: WHITEHIRST PARK PRIMARY



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

Family Learning Worker (30 hours/week)

- › Universal Family Learning activities to support Literacy, Numeracy, Health and Wellbeing, Interdisciplinary Learning and Transitions for all stages
- › Targeted support from Family Learning worker to support vulnerable families and pupils
- › Targeted 1:1 and group work to support pupil wellbeing



Detailed Action Plan 2019-20: WHITEHIRST PARK PRIMARY



School Strategic Priority: Focus on ensuring high quality learning experiences for all children, incorporating the effective use of assessment by staff and learners						Linked to Directorate Priority: 1,2,3 and 4 (See Page 4)
High Level Objectives:	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
Learning and Engagement: <ul style="list-style-type: none"> Learners' experiences are consistent, motivating challenging and well-planned Learners understand the purpose of their learning Learners have the opportunity to lead learning and know their views are valued, sought and acted upon 	HGIOS 4	Yes	Professional Learning Academy CLPL: Visible Learning: Lead staff will deliver CLPL for staff on: <ul style="list-style-type: none"> ➤ Planning for assessment (Holistic Assessment) ➤ Learning Intentions/Success Criteria ➤ Feedback ➤ Plenaries ➤ Raising pupil and staff expectations ➤ Mindset 	All staff with PT Lead September 2019 - June 2020	Raised Attainment as: <ul style="list-style-type: none"> Pupils will benefit from positive, nurturing and appropriately challenging relationships resulting in high quality learning outcomes. Pupils will be clear about what they are learning. Pupils understand their progress and next steps in learning through high quality feedback. Pupils will be able to self-assess and give feedback to peers. Pupils will make informed choices and have a key role in leading learning. 	Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none"> ❖ <i>Appropriate resources are being used.</i> ❖ <i>Evidence of consistent visible learning approaches to enhance practice.</i> ❖ <i>Conversations about learning with pupils reveal consistent practice.</i> ❖ <i>Teaching forward plans and evaluations display consistent practice.</i>
	2.3					
	NIF					
	Priorities 1 and 2 Drivers 1, 2 and 4					
Quality of teaching: <ul style="list-style-type: none"> Learners experience wide range of learning environments and creative teaching approaches Explanations and instructions are clear through the use of high quality learning intentions, success criteria, skilled questioning and effective feedback Rigorous, collaborative planning allows learners to develop higher order thinking skills, curiosity and independence 			Develop role of Pupil Learning Leaders: <ul style="list-style-type: none"> ➤ Pupil Learning Leaders will lead Monthly Assemblies to the whole school community on visible learning ➤ Pupil Learning Leaders will lead Parent Workshops on visible learning in partnership with PEF Funded Family Learning Worker. 			Teacher questionnaire at start of training blocks and at end of programme. Comparing previous year(s) end teacher professional judgement attainment data and standardised assessment data with end 2019-20.

Effective use of Assessment: <ul style="list-style-type: none"> Assessment is consistently used to inform next steps in learning and teaching, is matched to learners' needs to identify appropriate and timely interventions and is planned at the start of a block of learning Regular and varied assessment is moderated to ensure it is valid, reliable and relevant 	HGIOS 4	No	CLPL: Live and Learn: 'Changing Mindsets and Building Resilience in Pupils and Staff.'	All staff August 2019	Raised Attainment as: <ul style="list-style-type: none"> Pupils will benefit from positive, nurturing and appropriately challenging relationships resulting in high quality learning outcomes. Pupils will make informed choices and have a key role in leading learning. Consistent approaches from all school staff to communicating with pupils. 	Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none"> <i>Evidence of consistent language and approaches to enhance practice.</i> <i>Conversations about learning with pupils reveal consistent practice and evidence of changing mindsets.</i> Comparing 2018-19 PASS data with 2019-20.
	2.3					
	NIF					
	Priorities 1 and 2 Drivers 1, 2 and 4					
Planning, tracking and monitoring: <ul style="list-style-type: none"> Learners and their parents/carers are involved in planning and evaluating learning Collaborative planning clearly identifies what is to be learned and how this will be assessed Rigorous monitoring processes provide reliable information about learners' experiences, progress and attainment All staff make good use of data to evaluate interventions and improve outcomes for all learners; including those facing additional challenges 	HGIOS 4	No	Professional Learning Academy CLPL: Attention and Listening <ul style="list-style-type: none"> ➤ Staff knowledge, skills and confidence around developing listening skills ➤ Pedagogical approaches to improving attention and listening across the curriculum Evaluate and Review current Listening and Talking planners. Create consistency guide for Listening and Talking	All teaching staff November 2019-June 2020	Raised Attainment as: <ul style="list-style-type: none"> Pupils are actively involved and fully engaged in lessons across the curriculum. Reduction in low level disruption as pupils will be fully engaged. Pupils will develop a range of strategies to support their listening skills across the curriculum Raised levels of attainment and achievement. Consistent practice across the school will assist pupils to make greater progress. Teacher confidence is improved which in turn will improve experiences for pupils and attainment. 	Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none"> <i>Appropriate resources are being used.</i> <i>Consistency guide is embedded in practice.</i> <i>Evidence of consistent approaches to enhance practice.</i> <i>Conversations about learning with pupils reveal improved engagement.</i> <i>Teaching forward plans and evaluations display consistent practice.</i> Teacher questionnaire pre and post intervention. P5-7 Attention and Listening Skills Self Rating Scales
	2.3					
	NIF					
	Priorities 1 and 2 Drivers 1, 2 and 4					

	HGIOS 4	No	Professional Learning Academy CLPL: P3 Non-Fiction Writing <ul style="list-style-type: none"> ➤ Staff knowledge, skills and confidence ➤ Pedagogical approaches to Non-Fiction Writing at First Level 	All teaching staff and support staff August 2019 - November 2019	Raised Attainment as: <ul style="list-style-type: none"> • Pupils will develop a range of strategies to support their writing skills across the curriculum. • Improvement in pace and challenge. • 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. 	Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none"> ❖ <i>Appropriate resources are being used.</i> ❖ <i>Evidence of consistent approaches to enhance practice.</i> ❖ <i>Conversations about learning with pupils reveal improved engagement.</i> ❖ <i>Teaching forward plans and evaluations display consistent practice with teaching writing.</i> Teacher and pupil questionnaires pre and post training. P3 PM Writing Criterion assessment pre and post intervention. Comparing previous year(s) end teacher professional judgement attainment data and baseline writing data with end 2019-20.
	2.3					
	NIF	No	Professional Learning Academy CLPL: Numeracy - Early and First Level CLPL for Classroom Assistants and Teaching Staff Second Level Numeracy Framework Pilot <ul style="list-style-type: none"> ➤ Staff knowledge, skills and confidence ➤ Pedagogical approaches to Numeracy 	Early Level: Teaching Staff and Classroom Assistants September/October 2019 First Level: Teaching Staff and Classroom Assistants February 2020 Second Level: Teaching Staff November 2019 - March 2020	Raised Attainment as: <ul style="list-style-type: none"> • Pupils will develop mental maths and numeracy strategies to support their numeracy skills across the curriculum. • Improvement in pace and challenge. • Teacher and classroom assistant 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 as classroom assistants and teachers will have had consistent training. 	Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none"> ❖ <i>Appropriate resources are being used.</i> ❖ <i>Evidence of consistent language use and approaches.</i> ❖ <i>Conversations about learning with pupils reveal improved engagement.</i> ❖ <i>Teaching forward plans and evaluations display consistent practice.</i> Teacher professional judgement attainment data and standardised assessment data.
	Priorities 1 and 2					
	Drivers 1, 2 and 4					

	HGIOS 4	No	Professional Learning Academy CLPL: Talk Boost for Classroom Assistants	Classroom Assistants September 2019	<p>Raised Attainment as:</p> <ul style="list-style-type: none"> Pupils will develop a range of strategies to support their communication skills across the curriculum. Improvement in pace and challenge. Classroom Assistant confidence is improved which in turn will improve experiences for pupils and attainment. Pupils' needs will be better met through use of various strategies for raising attainment. 	<p>Classroom monitoring and Quality Assurance Activities:</p> <ul style="list-style-type: none"> ❖ <i>Appropriate resources are being used.</i> ❖ <i>High quality interactions between pupils and classroom assistants.</i> ❖ <i>Evidence of consistent approaches.</i> ❖ <i>Conversations about learning with pupils reveal improved engagement.</i> ❖ <i>Teaching forward plans and evaluations display consistent practice.</i> <p>Teacher professional judgement attainment data</p> <p>Pre and post intervention assessment data</p>
	2.3					
	NIF	No	Professional Learning Academy CLPL: Boosting Reading	Classroom Assistants September 2019	<p>Raised Attainment as:</p> <ul style="list-style-type: none"> Pupils will develop a range of strategies to support their reading skills across the curriculum. Improvement in pace and challenge. Classroom Assistant confidence is improved which in turn will improve experiences for pupils and attainment. Pupils' needs will be better met through use of various strategies for raising attainment. 	<p>Classroom monitoring and Quality Assurance Activities:</p> <ul style="list-style-type: none"> ❖ <i>Appropriate resources are being used.</i> ❖ <i>High quality interactions between pupils and classroom assistants.</i> ❖ <i>Evidence of consistent approaches.</i> ❖ <i>Conversations about learning with pupils reveal improved engagement.</i> ❖ <i>Teaching forward plans and evaluations display consistent practice.</i> <p>Teacher professional judgement attainment data and standardised assessment data.</p> <p>Pre and post intervention assessment data</p>
	Priorities 1 and 2					
	Drivers 1, 2 and 4	No	Professional Learning Academy CLPL: Boosting Reading	Classroom Assistants September 2019	<p>Raised Attainment as:</p> <ul style="list-style-type: none"> Pupils will develop a range of strategies to support their reading skills across the curriculum. Improvement in pace and challenge. Classroom Assistant confidence is improved which in turn will improve experiences for pupils and attainment. Pupils' needs will be better met through use of various strategies for raising attainment. 	<p>Classroom monitoring and Quality Assurance Activities:</p> <ul style="list-style-type: none"> ❖ <i>Appropriate resources are being used.</i> ❖ <i>High quality interactions between pupils and classroom assistants.</i> ❖ <i>Evidence of consistent approaches.</i> ❖ <i>Conversations about learning with pupils reveal improved engagement.</i> ❖ <i>Teaching forward plans and evaluations display consistent practice.</i> <p>Teacher professional judgement attainment data and standardised assessment data.</p> <p>Pre and post intervention assessment data</p>
	Drivers 1, 2 and 4					

	HGIOS 4	No	Embed Outdoor Learning:	All staff September 2019 - May 2020	<p>Raised Attainment as:</p> <ul style="list-style-type: none"> Pupils are actively involved and fully engaged in lessons across the curriculum. Reduction in low level disruption as pupils will be fully engaged. Pupils will have opportunities to develop their literacy, numeracy and social skills in a variety of settings, affording a depth in learning. Teacher confidence is improved which in turn will improve experiences for pupils and attainment. 	<p>Classroom monitoring and Quality Assurance Activities:</p> <ul style="list-style-type: none"> <i>Appropriate resources are being used.</i> <i>Evidence of consistent approaches.</i> <i>Conversations about learning with pupils reveal improved engagement.</i> <i>Teaching forward plans and evaluations display consistent practice.</i> <p>Teacher professional judgement attainment data and standardised assessment data.</p>
	2.3					
	NIF					
	Priorities 1 and 2					
	Drivers 1, 2 and 4		<ul style="list-style-type: none"> Improve the outdoor environment: develop partnership with Parents and Community groups to develop the school grounds Develop resources, including central store to facilitate Outdoor Learning CLPL on Outdoor Learning - Kilwinning Sports Club, Castle Semple, Eglinton Park, Grounds for Learning, Alloway PS 			
	HGIOS 4	No	Embed Learning for Sustainability:	All staff September 2019 - May 2020	<p>Raised Attainment and increased pupil engagement as:</p> <ul style="list-style-type: none"> Pupils are actively involved and fully engaged in planning lessons and activities across the curriculum. Pupils will have opportunities to develop their literacy, numeracy and social skills in real life settings, affording a depth in learning and clear understanding of the world they live in. 	<p>Classroom monitoring and Quality Assurance Activities:</p> <ul style="list-style-type: none"> <i>Appropriate resources are being used.</i> <i>Evidence of consistent approaches.</i> <i>Conversations about learning with pupils reveal improved engagement and understanding of the world they live in.</i> <i>Teaching forward plans and committee plans and evaluations display consistent practice.</i>
	2.3					
	NIF					
	Priorities 1 and 2					
	Drivers 1, 2 and 4		<ul style="list-style-type: none"> Plan IDL Topics to link to 17 Sustainable Goals. Pupil Committees to plan priorities linked to Sustainable Goals. Assemblies and Together Times to link to Sustainable Goals 			

	HGIOS 4	No	Implement a progressive, cohesive programme for the teaching of L2 French and L3 Spanish: <ul style="list-style-type: none"> Evaluate and Review current L2 and L3 planners. Create consistency guide for L2 and L3 	Teaching staff September 2019 - May 2020	Raised Attainment as: <ul style="list-style-type: none"> Improvement in pace and challenge. 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. 	Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none"> ❖ <i>Appropriate resources are being used.</i> ❖ <i>Consistency guide is embedded in practice.</i> ❖ <i>Evidence of consistent approaches to enhance practice.</i> ❖ <i>Conversations about learning with pupils reveal improved engagement.</i> ❖ <i>Teaching forward plans and evaluations display consistent practice.</i>
	2.3					
	NIF					
	Priorities 1 and 2 Drivers 1, 2 and 4					
	HGIOS 4	Yes	Parental Engagement: PEF Funded Family Learning: <ul style="list-style-type: none"> Termly Universal Family Learning activities to support Literacy, Numeracy, Health and Wellbeing, Interdisciplinary Learning and Transitions for all stages Targeted 1:1 and group support from Family Learning worker to support vulnerable families and pupils 	PEF Funded Family Learning Worker Throughout Session 2019-20	<ul style="list-style-type: none"> Parents will be equipped to support pupils at home therefore raising attainment. Improvement in emotional wellbeing will facilitate learner engagement and therefore attainment. Raised attainment for targeted pupils through equipping, supporting and building the capacity of parents to maximise children's opportunities for learning. 	Pre and post questionnaire around specific interventions for parents evaluating knowledge and understanding of how to support their children's learning, parental attitude to school and the impact of health promoting initiatives/programmes. 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. PASS - pre and post interventions for targeted pupils - looking for an increase in positive responses.
	2.3					
	2.5					
	NIF					
	Priorities 1-4 Driver 3					

	HGIOS 4	Yes	Parental Engagement: Reporting: <ul style="list-style-type: none"> ➤ Consistent approach to how staff share and revisit targets with pupils to be established ➤ Family Learning Workshops to support parents with supporting targets at home 	All teaching staff September 2019 Workshops throughout Session 2019-20	Pupils and parents will be fully involved in identifying next steps in learning which will ensure: <ul style="list-style-type: none"> • Pupils will be able to articulate their next steps in learning and discuss their progress. • Parents will be able to better support their child's progress through improved communication and engagement with school. • Raised attainment for pupils through equipping, supporting and building the capacity of parents to maximise children's opportunities for learning. • The pace of learning is appropriate for individual learners and pupils' experiences are well matched to their needs. • Enhanced learning experiences for all pupils as areas for development will be clearly identified. Pupils will be actively involved in identifying their progress, achievements and next steps in learning. • Increased parental engagement will raise attainment. 	Staff, Pupil and Parental Focus Groups feedback/questionnaires. Quality assurance of targets set by staff, pupils and parents. Comparing previous year(s) end teacher professional judgement attainment data and standardised assessment data with end 2019-20.
	2.3					
	2.5					
	NIF					
	Priorities 1-4					
	Driver 3					



Improvement Plan – Whitehirst Park Primary School – Maintenance Agenda 2019-20



High Level Objectives	HGIOS 4	NIF	How will we achieve this?
Continue to establish a culture where all staff use the Nurture and GIRFEC Principles to assess and plan for children's learning and wellbeing needs.	3.1	Priority 1 Priority 2 Priority 3 <i>Driver 1</i> <i>Driver 2</i> <i>Driver 3</i>	<ul style="list-style-type: none">❖ Autism Tier 2 Training❖ Apply for Dyslexia Friendly Schools accreditation❖ Family Learning Worker to support pupil wellbeing and implement initiatives to promote equity e.g. uniform bank
Continue to improve the Health and Wellbeing of pupils and staff	3.1	Priority 1 Priority 2 Priority 3 <i>Driver 1</i> <i>Driver 2</i> <i>Driver 3</i>	<ul style="list-style-type: none">❖ Continue to develop a wide range of extra curricular experiences for pupils to broaden wider achievements❖ Continue to tackle excessive workload and bureaucracy at particular times of year for all staff