



Driving Equity and Excellence

Improvement Action Plans

Session 2020-21

School:	Whitelees Primary School & Nursery Class
Cluster:	Cumbernauld Academy

Improvement Plan Summary	
Cluster Priority:	Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.
School Priority 1:	To ensure continued equity of access and opportunity for maximising learning in Literacy with a focus on digital learning.
School Priority 2:	Ensure continued equity of access and opportunity for maximising learning within Numeracy and Mathematics. Continue to improve attainment in Maths by developing consistent planning and assessment approaches, which ensure pace, challenge and application of mathematical skills in a variety of contexts.
School Priority 3:	Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high-quality learning experience for all children and young people.
Nursery Class Priority:	The establishment of Whitelees Nursery Class within the contingency location of Abronhill Community Centre and the integration of the class into Whitelees Primary School upon completion of the new building. Implementation of nurturing approaches to support and improve the mental, physical and emotional wellbeing of our children and families as part of the Covid -19 recovery.

Education and Families Priorities

- **Priority 1: Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.**

Improvement Actions

- Raising Attainment Strategy
 - There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
- Self- Evaluation Leading to Improvement
 - There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
- Review of Additional Support Needs
 - This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training and estate provision.

Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people

Improvement Actions

- SAC/ PEF Plan
 - There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.
- Anti- Poverty Programmes
 - There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
- North Lanarkshire Research Lab
 - The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

Priority 3: Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.

Improvement Actions

- GIRFEC
 - There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
- 1140 ELC Expansion
 - The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
- Mental Health and Wellbeing
 - Our practice in this area will be aligned with wider partnership approaches, translated into a **Mental Health and Wellbeing Strategy** for young people and those who work with them.

Priority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Improvement Actions

- Curricular Progression

- A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
- DYW Strategy
 - The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
- Digital Classroom
 - Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

Priority 5: Vulnerable Groups- Improved outcomes for vulnerable groups.

Improvement Actions

- Support for Families/ Young People at Risk
 - There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
- Care Experienced Young People
 - There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.
- Support for Adults
 - There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

Rationale for the Improvement Plan

Please consider the following challenge questions when developing your rationale for your plans.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our cluster/ school?
- What action do we need to take to close these gaps?
- What data will we use to monitor progress?
- What action are we currently taking which will address the four priorities in the NIF?
- How good are our children's outcomes in these areas?
- What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
- How well are we improving across the 6 key drivers in the NIF?
 - School Leadership
 - Teacher Professionalism
 - Assessment of Children's Progress
 - Parental Engagement
 - School Improvement
 - Performance Information
- How good are we now? What do we need to improve further?
- Which approaches to change will we use to ensure progress and impact with our key priorities?

School Vision and Values

Our school motto is 'Explore, Discover and Understand' and together we share a whole school vision and values system that is based on celebrating our own and each other's uniqueness and capacity as a learner.

'It's good to be US!'

In Whitelees Primary School we are committed to developing in all children, the capacity for independent thought; the importance of learning from others and the belief that with time, effort, practice and persistence; personal success can be achieved. We are a Growth Mindset school and the values of growth mindset permeate through our entire school.

Audit and Consultation

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

Details of engagement with parents/carers

Parents are actively involved in supporting pupils' learning and participation across several aspects of school life - in the current conditions we are actively seeking to find new and innovative approaches that will continue to involve our parents. Events such as information sessions, parental support groups, OOH activities in addition to robust school self-evaluation opportunities, ensure the on-going and positive engagement of families – we endeavour to continue with such events when it is safe to do so and in the mean time will encourage parental engagement through virtual and online platforms. We enjoy the benefits of a very active Parent Council and Forum (@WhiteleesPF) who work in partnership with school staff to expand on the learning opportunities available to the pupils of Whitelees.

Details of engagement with learners

All pupils are given opportunities to plan and agree the curriculum delivery within their own class context. Pupils regularly engage in target setting to develop a greater understanding of their learning needs through profiling and enhanced standards of assessment. Pupil Equity Funding has allowed for enhanced and focussed provision for those pupils in most need and with identified barriers. School vision and values ensure an emphasis on building resilience in pupils and developing further, their sense of drive and belief in their own learning capacity. All children have a role as a member of a focus group that contributes to the life and work of our school and local community.