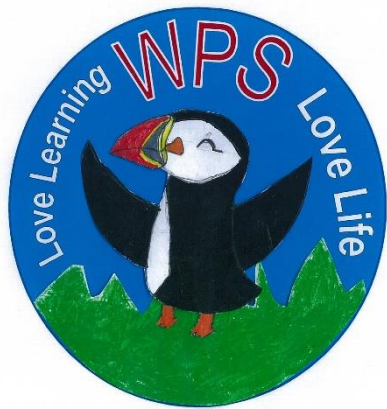


# Whiteness Primary School School Improvement Plan



For the session 2018/2019

**Factors Influencing the Improvement Plan**

**School factors**

- School self-evaluation
- Review of previous School Improvement Plan
- Time
- Resources

**Local authority factors**

- Schools and Quality Improvement Service Plan

**National factors**

- National Improvement Framework
- Curriculum for Excellence
- Getting it Right for Every child (GIRFEC)
- How Good Is Our School (4<sup>th</sup> Edition)?
- How Good is our Early Learning and Childcare?
- Inspection guidance note 2018/2019

**School Aims**

*To improve outcomes for all our learners.*

**Empowerment**

The school sees the importance of developing leadership and capacity of its pupils, staff and community. We have done this by involving pupils in decision making about how we can put into action the priorities from our School Improvement Plan and build ways for them to lead some of their ideas. Pupils lead other areas in the school through their work in the Pupil Council, the Eco Committee and the Health Committee. Staff lead learning in a variety of ways; through 2017/2018 this has been in Numeracy and Co-operative Learning. Practitioners in the classroom and Early Years setting are involved daily in leading learning. The wider community support the school and take on leadership roles through the Parent Council, the

Grounds Committee and leading our school sport teams, such as the netball team.

**Collaboration for Improvement**

**How parents and the wider community are consulted and involved in decisions**

- Parent Council and Parent Forum – *questionnaires, feedback at school events (Numeracy Home Learning Walls 2017/2018)*

**How staff are consulted and involved in decisions**

- Staff – *development meetings, self-evaluation, challenge questions, questionnaires, staff awareness.*

**How pupils are consulted and involved in decisions**

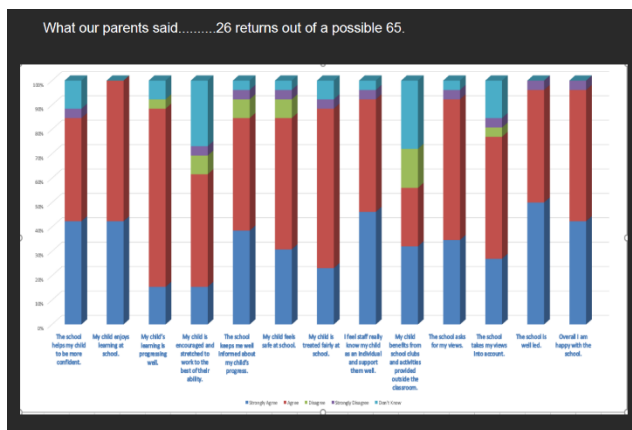
- Pupil Council and school committees  
*Opportunity to gather and share ideas from the wider school. See their ideas come to fruition- SHANARRI Superstar Awards, Healthy Eating Challenge (Fruity Friday), Recycling awareness and Plastics in the Ocean writing competition.*
- Assemblies and Together Time  
*Opportunity for relationships to be built through vertical groups (in age) of children, working on Whole School Issues, such as Friendship, bullying, self-evaluation and school improvement.*
- Pupil Questionnaire  
*Opportunity for pupils to share their views and see areas of development identified as a direct result of their feedback.*
- Quality Assurance activities  
*Head Teacher focus groups – meeting throughout the year to ask questions such as – What makes our school unique? What am I good at? How do I know? What makes a good lesson?*
- General dialogue  
*Discussions with pupils during lunchtime and at any opportunity that presents itself.*

## How parents and the wider community are consulted and involved in decisions



Parents consulted on the new Numeracy Home Learning Walls at our coffee morning.

Parents involved in the Child led Parents' Evening. Their opinions and ideas gathered to influence future evenings.



**ACTION**

In response to feedback from our parents

The school staff are committed to support all our pupils to achieve the best that they can. We will continue to look for ways to get even better at this. By improving pupils growth mind-sets, we will help to give them the tools to realise they have the power over what they can achieve, building their own self—motivation to succeed. By using data we collect on attainment we can be sure we are matching programmes of work to the needs of the learners.

We work closely with many groups in Shetland to find opportunities to provide additional activities and clubs. This is only successful with the support of volunteers. This year we have established "The Peerie Makers" knitting group, Art Club on a Monday at lunchtime and the P4-7 Netball group has continued, due to the commitment of several parents. We are also hoping to establish a School Grounds / Gardening Club, to help with the upkeep of the new polycrub, a music club and a yoga club.

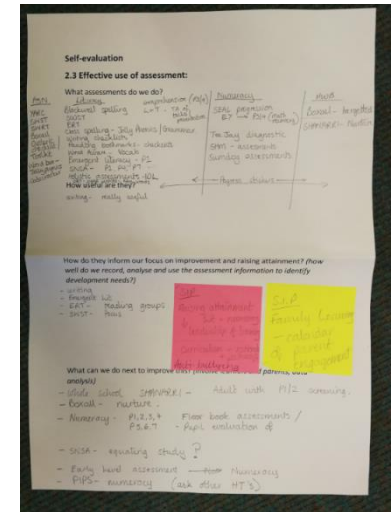
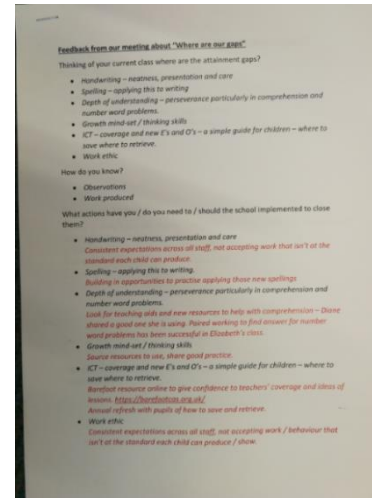
If you would like to offer any time to develop a group or club, please come and let the school know.

Parent questionnaire responses help to shape our actions and influence decisions in our School Improvement Plan.

## How staff are consulted and involved in decisions

Staff regularly self-evaluate all aspects of school life, using How Good Is Our School and How Good Is Our Early Learning and Childcare.

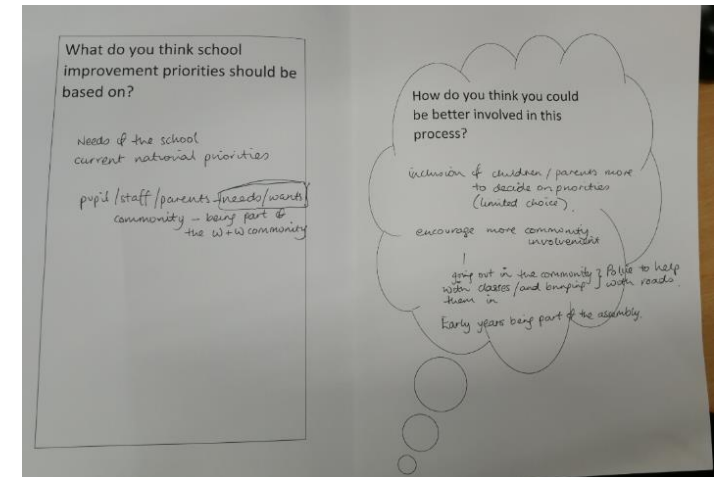
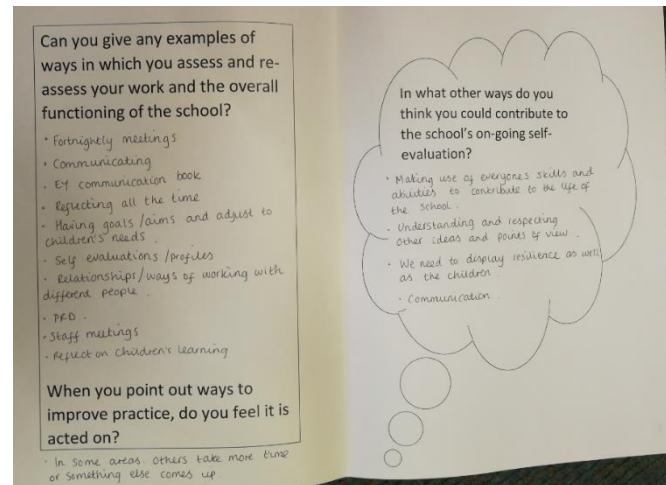
During June 2018 all staff completed questionnaires. These responses were analysed and then all questions receiving a “didn’t know” or “disagree” response were scrutinised further during a whole staff meeting at the August 2018 In Service days.



Examples of self-evaluation work.

## Evaluation of the staff questionnaires

- ▶ Most question responses were either strongly agree or agree (64%)
- ▶ Less than half of the questions received a “didn't know” response (13.5%)
- ▶ Less than half of the questions received either a disagree or strongly disagree response (22.5%)



Ways forward discussed, as a result of staff questionnaire evaluations.

## How pupils are consulted and involved in decisions

School Improvement Plan 2018/2019

Whitewiss Primary School



## Strategy for parental engagement

- Parent questionnaires
- Working groups
- Involvement in life and ethos of school
- Parent Council
- Parent Forum

### Ethos and Communication

- Open door to parents at all times.
- Nurturing principles used and understood by all.
- Involvement of parents.
- Trusting relationship between parents and teachers.
- Well informed parents through a variety of media.
- Communication paramount.
- Parents as leaders in after school clubs, Golden Day, whole school events.
- Parents as helpers in a range of activities within the school.
- Parents who participate in the life and ethos of the school.

### Whiteness Primary School



### Family Learning

- Home Learning in spelling and numeracy.
- Involvement in Emergent Literacy and Vocabulary projects to support early writing and reading development.
- Regular consultation with parents regarding school issues, improvements and self-evaluation.
- Opinions gathered through short questionnaires and at Parent evenings.

### Family and Community Involvement

- September - Coffee Morning with an emphasis on fundraising and awareness building.
- October - Music assembly and showcase.
- November- Reporting to parents, Children in Need appeal.
- December- Christmas concert.
- January / February - Fire Festival Community Event, parent and school enterprise, disco night and Red Nose Day.
- March - Love Life Love Learning Day with an emphasis on celebrating inclusion.
- April - Easter celebration with families and clergy.
- May - Music assembly and showcase.
- June- Whole school walk and Leavers Assembly.

### Fundraising

- Annual coffee morning to raise funds for either a charity or School Funds for innovations and learning materials.
- Healthy Fruit Pots sold by the Health committee and with parent support to raise funds for healthy snacks.
- Love Learning Love Life Day to share learning and raise awareness while supporting a good cause.

### Decision-making

- Termly Parent Council meetings.
- Parental view are taken into account for Improvement planning.
- Parent Forum consulted regularly.

Parental Engagement, Involvement and Family Learning Strategy

## Values

Wisdom, justice, compassion, integrity  
The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

## The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

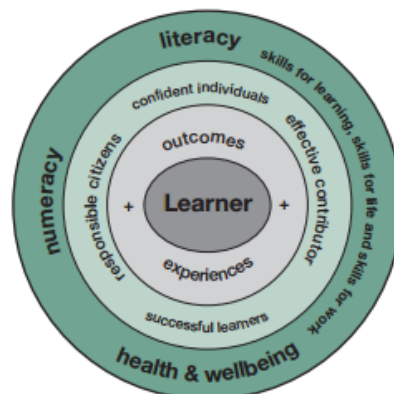
## Learning and teaching

1. Engaging and active
2. Setting challenging goals
3. Shared expectations and standards
4. Timely, accurate feedback
5. Learning intentions, success criteria, personal learning planning
6. Collaborative
7. Reflecting the ways different learners progress.

## Experiences and outcomes set out expectations for learning and development in:

- Expressive arts • Languages and literacy • Health and wellbeing • Mathematics and numeracy • Religious and moral education • Sciences • Social studies • Technologies

Curriculum levels describe progression and development.



## Entitlement: All children and young people are entitled to experience

- A coherent curriculum from 3 to 18
- A broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- A senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- Opportunities for developing skills for learning, skills for life and skills for work
- Opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

## Personal Support

- Review of learning and planning of next steps
- Gaining access to learning activities which will meet their needs
- Planning for opportunities for personal achievement
- Preparing for changes and choices and support through changes and choices
- Pre-school centres and schools working with partners

## Principles for curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

## Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development to support the purposes of learning.

# Curriculum overview

## Strategic Curriculum Plan (Three Years)

Session	Area for Development	Desired Outcomes
2017/2018	<p>Improvement Priority 1: <b>Improving attainment in Literacy and Numeracy</b>  <b>Our key areas for development to take this priority forward are:</b>  <i>Target: To develop the use of Northern Alliance initiatives in Emergent Literacy and Numeracy</i></p>	
	<p>Improvement Priority 2: <b>Improving the Health and wellbeing of our children.</b>  <b>Our key areas for development to take this priority forward are:</b>  <i>Target: To develop a whole school approach to Nurture</i></p>	
	<p>Improvement Priority 3: <b>Implementation of recommendation 1 from the Shetland Strategy for Tracking, Monitoring and Moderation in the BGE</b>  <b>Our key areas for development to take this priority forward are:</b>  <i>Target: To agree and develop, at cluster and school level, a Pupil Folio of evidence</i></p>	
	<p>Improvement Priority 4: <b>Increasing ELC to 1140</b>  <b>Our key areas for development to take this priority forward are:</b>  <i>Target: To establish a new ELC environment and team</i></p>	
2018/2019	<p>Improvement Priority 1: <b>Familiarisation with new Anti-Bullying Policy</b>  <b>Our key areas for development to take this priority forward are:</b>  <i>Target: To share and follow the new policy with pupils, staff and parent forum.</i></p>	
	<p>Improvement Priority 2: <b>Family Learning</b>  <b>Our key areas for development to take this priority forward are:</b>  <i>Target: To begin to develop a progression of Family Learning opportunities from Primary One to Primary Seven.</i></p>	
	<p>Improvement Priority 3: <b>Curriculum Development</b>  <b>Our key areas for development to take this priority forward are:</b>  <i>Target: To identify Learning Pathways through the curriculum.</i></p>	
	<p>Improvement Priority 4: <b>Using data to drive improvement (including PEF money spend)</b>  <b>Our key areas for development to take this priority forward are:</b>  <i>Target: To interpret data intelligently resulting in interventions to drive improvement.</i></p>	



2019/2020	<p>Improvement Priority 1: <b>Building resilience</b> (including PEF money spend)  <b>Our key areas for development to take this priority forward are:</b>  <b>Target:</b> <i>Use research to influence developing growth mind-sets.</i></p>	
	<p>Improvement Priority 2: <b>Curriculum Development</b>  <b>Our key areas for development to take this priority forward are:</b>  <b>Target:</b> <i>Build capacity for local context and developing the young workforce (DYW) in our Learning Pathways.</i></p>	
	<p>Improvement Priority 3: <b>Corporate requirements</b>  <b>Our key areas for development to take this priority forward are:</b>  <b>Target:</b> <i>To keep abreast of local and national priorities</i></p>	
	<p>Improvement Priority 4: <b>Developing a strategy to celebrate wider achievement</b>  <b>Our key areas for development to take this priority forward are:</b>  Target: <i>Develop a whole school approach to celebrating wider achievement</i></p>	

Improvement Priority 1: **Familiarisation with new Anti-Bullying Policy**

**National Improvement Framework Priority** - Improvement in children and young people's health and wellbeing.

**Driver** – School leadership, Teacher professionalism, parental engagement, school improvement.

**Quality Indicator from How Good Is Our School** – 1.3, 1.5, 2.1, 2.7, 3.1, 3.2.

**Target:** *To share and follow the new policy with pupils, staff and parent forum.*

**School's current position:** Although we have few cases of bullying behaviour in school it does happen. Pupil voice has expressed a wish to stop bullying. The authority has just launched its new Anti-Bullying Policy and so now is a good time to revisit the guidance, policy and procedures with the whole school community.

Desired Outcomes (so what)	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring
The whole school community are aware of the new anti-bullying guidelines and are all in agreement of consistent approaches when dealing with such behaviours. <ul style="list-style-type: none"> <li>Whole school community responsible for and aspiring to deal appropriately and effectively with bullying behaviours.</li> </ul>	➤ Staff made aware and given time to read and implement procedures for the new anti-bullying guidance.	HT /CT's and school staff.	T3 1.5 hours	Anti-bullying policy	HT and school staff
	➤ Parents and stakeholders made aware and given time to read and implement procedures for the new anti-bullying guidance.	HT and Parent Council	T1/2 Parent Council Meeting	Anti-bullying policy	HT and Parent Council
	➤ Pupils made aware and given time to understand take relevant actions towards stamping out bullying behaviours.	HT and Pupil Council / CT's and pupils	T1/2 T2-4	Anti-bullying policy	HT and Pupil Council

<b>Evaluation:</b>	<b>Evidence (How do we know?)</b>
<i>How well does the school and wider community deal with bullying behaviours?</i>	<i>Reduction in instances of bullying behaviour.</i>

Improvement Priority 2: **Family Learning**

**National Improvement Framework Priority** - – Improvement in attainment particularly literacy and numeracy. Improvement in children and young people’s health and wellbeing. Closing the attainment gap between the most and least disadvantaged children.

**Driver** – School leadership, parental engagement.

**Quality Indicator from How Good Is Our School** – 2.5, 2.7

**Target: *To begin to develop a progression of Family Learning opportunities from Primary One to Primary Seven.***

**School’s current position:** Family Learning still takes place in quite traditional ways at Whiteness Primary School. Through self-evaluation we have identified a need to revisit the way we report on pupils progress to parents. Parents are also asking for more information on how they can support their child’s learning.

<b>Desired Outcomes (so what)</b>	<b>Implementation Process (Actions)</b>	<b>By whom</b>	<b>Time Scale</b>	<b>Resources</b>	<b>Monitoring</b>
<p>To engage families fully into how their children learn and how they can support them.</p> <ul style="list-style-type: none"> <li>• Pupils are enthused to share their learning with their family</li> <li>• Parents are better informed about how their children learn.</li> <li>• Parents are better equipped to support their child’s learning.</li> </ul>	<p>➤ <b>Begin to develop progression of Family Learning opportunities from Primary One to Primary Seven, starting with a “bring your parent to school day” for pupils in Primary Six.</b></p>	<p>HT and CT’s</p>	<p>Plan in T3 (1x 1.5 hour meeting) and deliver in T4</p>	<p>Parents</p>	<p>HT and CT’s</p>

**Evaluation:**

*How well did our “bring a parent to school day” inform parents of how their child learns and how they can support them?*

**Evidence (How do we know?)**

*Feedback. Level of support.*

Improvement Priority 3: **Curriculum Development**

**National Improvement Framework Priority** – Improvement in attainment particularly literacy and numeracy. Improvement in children and young people’s health and wellbeing. Closing the attainment gap between the most and least disadvantaged children. **Driver** – School leadership, teacher professionalism, parental engagement, school improvement.

**Quality Indicator from How Good Is Our School** – 1.2, 1.3, 1.5, 2.2, 2.3, 3.2.

**Target:** *To identify Learning Pathways through the curriculum.*

**School’s current position:**

The school has been using a topic overview to plan for the coverage of the curriculum. Through self-evaluation it has become apparent that this needs to be revisited. By bundling the curriculum, we will be able to make the learning at Whiteness more meaningful and relevant to the context of the school. Moving forward in future years we would like to further develop this to make more use of our local context and local resources and also to address the Developing the Young Workforce (DYW) agenda, through our Learning Pathways.

Desired Outcomes (so what)	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring
<p>To make the curriculum more meaningful and relevant to Whiteness Primary School</p> <ul style="list-style-type: none"> <li>• Taking account of our school context</li> <li>• Taking account of our teacher expertise</li> <li>• Decluttering the curriculum</li> <li>• Ensuring the curriculum is delivered within the four contexts for learning.</li> </ul>	<p>➤ Consider each experience and outcome from Curriculum for Excellence and group into: Life and ethos the school as a community; curricular areas and subjects; interdisciplinary learning; opportunities for personal achievement. (Bundle the curriculum)</p>	<p>HT and CT’s</p>	<p>6 hours (August 2018 in-service).  Contingency time in WTA for further work if required. (3 hours)</p>	<p>Experiences and outcomes at early, first and second level.</p>	<p>HT and CT’s</p>

<b>Evaluation:</b>	<b>Evidence (How do we know?)</b>
<p data-bbox="69 256 1256 304"><i>How well does our bundled curriculum deliver the experiences and outcomes?</i></p> <p data-bbox="69 336 1256 384"><i>How well do we deliver the principles of curricular design?</i></p>	<p data-bbox="1256 256 2152 304"><i>Complete coverage.</i></p> <ul data-bbox="1256 336 2152 592" style="list-style-type: none"><li data-bbox="1256 336 2152 376">• <i>Challenge and enjoyment</i></li><li data-bbox="1256 376 2152 416">• <i>Breadth</i></li><li data-bbox="1256 416 2152 456">• <i>Progression</i></li><li data-bbox="1256 456 2152 496">• <i>Depth</i></li><li data-bbox="1256 496 2152 536">• <i>Personalisation and choice</i></li><li data-bbox="1256 536 2152 576">• <i>Coherence</i></li><li data-bbox="1256 576 2152 592">• <i>Relevance</i></li></ul>

Improvement Priority 4: **Using data to drive improvement** (including PEF money spend- 1.9 LSW hours for targeted nurture provision of identified pupils)

**National Improvement Framework Priority** – Closing the attainment gap between the most and least disadvantaged children and young people.

**Driver** – School leadership, teacher professionalism, school improvement, performance information.

**Quality Indicator from How Good Is Our School** – 1.1, 1.3, 2.3, 3.2.

**Target:** *To interpret data intelligently resulting in interventions to drive improvement*

**School's current position:**

During 2017/2018 school self-evaluation of 2.3 – Assessment - highlighted strengths in assessment of literacy, but a shortfall in assessments in numeracy and health and wellbeing. Staff have begun to identify the types of assessments to use in 2018/2019. The school will be looking at ways to use the data collected, in order to identify areas of development and drive improvement in pupils' attainment. Class teachers and Head teacher meet 3 times a year to discuss pupil progress and plan for interventions.

Desired Outcomes (so what)	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring
Intelligent use of data to <ul style="list-style-type: none"> <li>Identify gaps</li> <li>Identify pupils who require targeted support</li> <li>Improve attainment</li> <li>Confirm teacher judgements</li> <li>Reporting to parents</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Champion – Elizabeth Garrick, to develop a baseline assessment in Numeracy to use in Primary One (August 2019) to identify starting points for pupils.</li> </ul>	Elizabeth Garrick	Term 1-2	2 days non-contact-costs covered by Numeracy Grant (beneficial to all authority once complete)	Discussion and implementation by CT and HT and QIO with responsibility for Numeracy
	<ul style="list-style-type: none"> <li>Monitoring Health and Wellbeing of pupils by using the SHANARRI wheel scale 0-5 (P1-4) and 0-10 (P5-7).</li> <li>Interrogation of data and monitoring of pupil wellbeing over time.</li> </ul>	CT's and HT	In class T2 and T4.	<b>PEF money</b> Curriculum time (1 hour in T2 and 1 hour in T4)	CT / HT
	<ul style="list-style-type: none"> <li>Family Learning in Early Years: Introducing principles of SHANARRI in Early Years, building understanding and use.</li> </ul>	HT	T2 and T4	<b>PEF money</b> HT time (2 hours in T2 and 2 hours in T4) + (2x 1 hour meetings to share with staff)	HT / CT
		HT and EY	Through life and ethos of Early Years	Family Learning workshops 1 hour in T2 and 1 hour in T4	HT and EY

<p><b>Evaluation:</b>  <i>How fit for purpose is the numeracy baseline assessment?</i></p> <p><i>How well does the data we interrogate help to create interventions that are of benefit to our pupils?</i></p>	<p><b>Evidence (How do we know?)</b>  <i>Clear understanding of starting points. Meaningful interventions result.</i></p> <p><i>Evidence of targeted and universal support put into place.</i></p>
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Additional Tasks 2018/2018	Responsibilities
Maintain use of tracking sheet for writing and reading.	CT's
Continue to use SEEMiS as a tracking tool in reading, writing, L&T ,Numeracy and Health and Wellbeing	CT's
Maintain present transition activities and adjust as necessary.	HT and CT's
Maintain work on school ethos and continue with Love Learning Love Life day.	Whole school community
Maintain French in P1-7 Continue to work with AHS to deliver German to P6/7	CT's AHS colleagues
Involve pupils in generating success criteria in their lessons	CT's, HT and pupils.
Continue to embed the ethos of SHANARRI thorough everyday school life and interactions.	Whole school community
Continue to populate the Folio's of evidence with pupils' work. Continue to use progress stickers in jotters to mark "Most recent / best work"	HT and CT's and Pupils