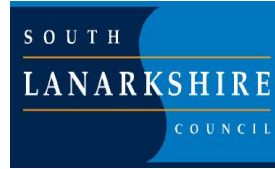**Education Resources**
Curriculum and Quality Improvement Service

Establishment Improvement Plan

2018 - 2019

Woodhead Primary School

Education Resources
Curriculum and Quality Improvement Service

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities   Sessions: 2018-2021

National Improvement Framework Key Priorities
- 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; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	• 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Transforming Learning and Teaching Implementing Curriculum for Excellence Meeting the Needs of all Learners', GIRFEC and Statutory Duties Skills for Learning, Life and Work Professional Learning Leadership (Change and Improvement)

Strategic Priorities 3 Year Cycle

Year 1 2018-19
- Improve attainment in Literacy: review progress and through self-evaluation and data analysis identify and target areas for further improvement.
- Improve pupil health and wellbeing by develop programmes of Family Learning and community engagement and play-based early learning approaches.
- Close the attainment gap by offering targeting intervention to pupils focussed on literacy, numeracy, health and wellbeing.
- Improve attainment across all aspects of learning by further developing approaches to tracking, assessing and measuring progress across time to inform learning and teaching.

Year 2 2019-20

- Improve attainment in Numeracy: review progress and through self-evaluation and data analysis identify and target areas for further improvement.
- Improvement in employability skills and sustained positive school leaver destinations for all young people through review and development of Social Subjects, Science and Technologies progression pathways.
- Develop pupil Health and Wellbeing further through engagement in "Grounds for Learning' and 'Outdoor Learning' experiences.
- Close the attainment gap by offering targeting intervention to pupils focussed on literacy, numeracy, health and wellbeing.

Year 3 2020-2021

- Improve attainment in Health and Wellbeing: review progress and through self-evaluation and data analysis identify and target areas for further improvement.
- Review the curriculum to ensure progression, depth and coherence at all stages.

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- Improvement in attainment, particularly in literacy and numeracy;
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- Improvement in children and young people's health and wellbeing; and
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Collaboration and consultation

Who?	When?	How?
Staff	7/5/18	HGIOS4 Activity
Parents	May Parents' Night	Question-naire
Parent Council	29/5/18	SWOT Analysis
Pupils	May NCCT Assembly	HGIOURS Activity

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
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Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
1. Improve attainment in Literacy: continue to improve attainment in Reading and Writing through implementation of Active Literacy NLC • *(Review of whole school approaches to planning for learning and assessment as a short-term outcome)*	✓	• Attainment increased by 5-10% in reading and writing throughout the school, but particularly at P1, 4 and 7 • Learners experience consistent progression, depth and breadth of learning. • Children's progress measured more accurately using a range of assessment information to inform teacher professional judgement.	• Range of evidence including SNSA results, achievement of a level and teacher professional judgements/achievement of a level. • SLT QM of classroom lessons and Forward Planning. • Tracking professional dialogue between SLT and teachers. • LC schools moderation activity.	
2. Improve pupil health and wellbeing by developing programmes of Family Learning and community engagement and play-based early learning approaches. • *(Review of Vision, Values and Aims, Promoting Positive Behaviour as a short-term outcome)*	✓	• Families participate in at least one family learning activity per year. (Particularly SIMD 1&2) • All pupils attend at least one extra-curricular activity. (Particularly SIMD 1&2) • Parents more involved in pupil target setting and more confident about curriculum and learning/teaching approaches. • Increase in achievement of a level at P1 to 100% due to emergent early literacy and numeracy experiences.	• Register and evaluation of family learning events. • Tracking data of participation and engagement. • Parent attendance at target setting open days. • SLT QM procedures including focus groups. • Standardised assessment to inform professional judgement • Tracking professional dialogue between SLT and teachers.	
3. Continue to close any attainment gap by identifying targeting intervention to pupils focussed on literacy, numeracy, health and wellbeing.	✓	• Support will be targeted towards specific children, using SIMD and school data, including ASN, to improve attainment • PEF funding will support these strategies through provision of specialist training, staff and resources	• Individual pupil progress will be tracked by teacher and SMT Assessment evidence and teacher judgement will inform intervention strategies and targeted support • SAC Lead Teacher overview and analysis of impact.	

Operational Improvement Planning (Action Plan) for Establishment: **Session: 2018/19**

Strategic Priority 1: Improve attainment in Literacy: continue to improve attainment in Reading and Writing through implementation of Active Literacy NLC

National Improvement Framework Key Priorities
• 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; and
• Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
• School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	• 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	Transform Learning and Teaching/Implement CfE Meeting the Needs of all Learners', GIRFEC and Statutory Duties Skills for Learning, Life and Work Professional Learning Leadership (Change and Improvement)

Key Actions (How)	Lead Person	Timescale	Comments
• School will continue to work within the Phase 1 model for Active Literacy	• All staff • Literacy Coaches • DHT 1 • SLC Literacy Team	• Aug 2018-June 2019	
• Evaluate progress of date using NLC Monitoring Summary.	• All teaching staff	• September 2018	

• Continue to audit and expand range of literacy resources to support reading P1-7. Focus on increasing the sets of novels P4-7 and the variety of text at P1-3.	• DHT 1 • All school staff	• Aug-Oct 2018	
• Continue to ensure all staff are provided with core literacy training and refresh training where required.	• Class Teachers • SLT Literacy Team	• Training and bespoke in school support provided throughout the session as agreed by SLC literacy team.	
• All teaching staff implementing NLC phonics/spelling and reading strategies at all stages.	• Class Teachers • Literacy Coach	• By Dec 2018	
• Monitoring and Tracking of pupil progress in Reading, Writing, Spelling through teacher professional judgement in all classes	• Class Teachers • SLT	• At planned times throughout the year (See Annual Calendar)	
• Further develop use of Literacy Benchmarks to inform teacher professional judgement and to enhance professional dialogue around pupil progress.	• Class Teachers • Literacy Coach • DHT1 • SLT	• During WP Meetings (5 per year)	
• Review and develop consistent approaches to planning for assessment and high-quality learning in reading, spelling and phonics.	• Class Teachers • Literacy Coach • SLT	• During WP Meetings (5 per year)	
• Review and develop a consistent, progressive approach to the assessment, learning and teaching of genre writing.	• All teaching staff	• During WP Meetings (5 per year)	
• Further develop 'Pupil Voice' in literacy development through SLT 'Learning Conversation'	• SLT • Pupils	• 3/4 times per year.	

Strategic Priority 2: Improve pupil health and wellbeing by developing programmes of Family Learning and community engagement and play-based early learning approaches.

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• <mark>Improvement in children and young people's health and wellbeing; and</mark>
• Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
• School leadership • Teacher professionalism • <mark>Parental engagement</mark> • Assessment of children's progress • <mark>School improvement</mark> • <mark>Performance information</mark>	• 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • <mark>1.3 Leadership of change</mark> • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • <mark>2.3 Learning teaching and assessment</mark> • <mark>2.4 Personalised support</mark> • <mark>2.5 Family learning</mark> • 2.6 Transitions • <mark>2.7 Partnership</mark> • <mark>3.1 Ensuring wellbeing, equality and inclusion</mark> • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	<mark>Transform Learning and Teaching/Implement CfE</mark> <mark>Meeting the Needs of all Learners',</mark> GIRFEC and Statutory Duties <mark>Skills for Learning, Life and Work</mark> Professional Learning Leadership (Change and Improvement)

Key Actions (How)	Lead Person	Timescale	Comments
• Review and refresh the school Vision, Values and Aims	• HT • All staff • Parents • Pupil	• September to October 2018	
• Review and refresh the school approach to Promoting Positive Behaviour	• All staff • Parents • Pupils	• September to December 2018	

• Review and reestablish 'Master-Class' approach to pupil engagement	• All staff • Pupils • Parent Helpers	• September to December 2018	

• Further expand on whole school self-evaluation approaches to develop 'stakeholder' voice
   o Use of HGIOURS with pupil focus groups and Pupil Council
   o Further use of HGIOS4 to self-evaluate (PC and Staff)
	• SLT
	• All staff
	• Pupil Council
	• Parent Council
		• Through in-service days and PC meetings.
		• Monthly Pupil Council Meetings	

• Expand the range of extra-curricular activities and lunchtime clubs, particularly for P1-3	• DHT 2 • Teaching Staff • School Support Assistants • Active Schools Co-ordinator	• Programme developed each term.	
• Develop and implement programme of 'Family Learning' opportunities focusing on literacy, numeracy and Health & Wellbeing.	• DHT 2 • Teaching Staff • School Support Assistants	• October 2018 to June 2019	
• Further establish role of School Chaplain in RME/Health and Wellbeing programme	• HT • School Chaplain	• October 2018	
• Develop pupil skills for learning, life and work through community involvement in four focus weeks.	• DHTs • Parent Helpers • Community Volunteers	• 4 focus weeks planned in Annual Calendar (Maths, STEM, Literacy and Fit Planet)	
• Target attendance and late-coming by develop range of before-school activities to support family learning e.g. Walking Bus, Daily Mile, Wake-up Club	• DHT2 • PEF SSA • SAC Lead Teacher • Parents	• Ongoing	
• Increase P1 attainment in early literacy and numeracy through a play-based learning approach and implementation of 'loose parts' and 'big play'	• P1 Class Teachers • DHT 2	• By December 2018	

Strategic Priority 3: Continue to close any attainment gap by identifying targeting intervention to pupils focussed on literacy, numeracy, health & wellbeing.

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Key Actions (How)	*Lead Person	*Timescale	*Comments
• Identify any specific gaps in literacy, numeracy and Health & Wellbeing in all pupils and particularly those in Decline 1-3	• SAC Lead Teacher	• August 2018	
• Consolidate attainment data collected from session 2016-17 and 2017-18 to analyse progress of interventions to date.	• SAC Lead Teacher • SLT	• September 2018	

• Implement programme of 'Five Minute Box' and 'Catch-up Numeracy' interventions for specific pupils as required.	• SAC Lead Teacher • School Support Assistants • PEF Teachers • DHT1	• Ongoing as required.	
• Implement programme of literacy interventions including 'Paired Reading', Clicker 6, Daily Reading, Toe-by-Toe, Funky Phonics etc. for specific pupils as required.	• SAC Lead Teacher • School Support Assistants • PEF Teachers • DHT1	• Ongoing as required.	
• Further develop and resource Nurture Nook and provide a 'Nurturing start' for specific pupil as required.	• SAC Lead Teacher • School Support Assistants • DHT1	• Ongoing as required.	
• Implement 'Emotion Work' programme for specific pupil as required.	• SAC Lead Teacher • School Support Assistants • DHT1	• Ongoing as required.	
• Identify, audit and resource appropriate resources to help close the poverty related attainment gap as required.	• HT • DHTs • SAC Lead Teacher	• Plan developed by October 2018	
• Whole school audit of 6 principle of Nurture using NLC Nurturing Audit Tool	• All staff	• By December 2018	

• Staff training on Nurturing Approaches including:
  o Adverse Childhood Experiences
  o Biology of Trauma
  o Solihull Approach
  o ASD/Autism Friendly approaches
	• All staff	• Throughout the year at INSET and planned Staff Meetings.	

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Key Actions (from previous plans)

- DHTs to continue to work with SLC Numeracy Team. Numeracy to be a focus for 2019-20 plan.
- Implement 'Pupil Target Setting' approach to develop pupil voice in learning.
- Where relevant, staff to be guided to AfL approaches and, through SLT QM, set as individual PRD targets if required.

National Improvement Framework Key Priority.   Closing the attainment gap between the most and least disadvantaged children.

Contextual analysis (what is the gap?):

Analysis of Attainment Gap (Information from August 2018)

Of our 348 pupils, **45.4%** live in a home within SIMD 1, 2 or 3.
Of 160 pupils in P1-3, **45.6%** live in a home within SIMD 1, 2 or 3.   Of 188 pupils in P4-7, **45.2%** live in a home within SIMD 1, 2 or 3.

Number of Pupils Living in Decile 1-3 Aug 2018				
Stage	No in Class	Decile 1	Decile 2	Decile 3	Decile 1-3
P1	46	4	5	10	19
P2	46	3	3	18	24
P3	68	10	6	14	30
P4	43	5	7	9	21
P5	46	5	4	8	17
P6	52	6	8	8	22
P7	47	7	4	14	25
Total	348	40	37	81	158

Percentage (%) of Pupils Living in Decile 1-3 Aug 2018				
Stage	Decile 1	Decile 2	Decile 3	Decile 1-3
P1	8.70	10.87	21.74	41.30
P2	6.52	6.52	39.13	52.17
P3	14.71	8.82	20.59	44.12
P4	11.63	16.28	20.93	48.84
P5	10.87	8.70	17.39	36.96
P6	11.54	15.38	15.38	42.31
P7	14.89	8.51	29.79	53.19
Total	**11.49**	**10.63**	**23.28**	**45.40**

38 children of the 188 in P4-7 are in receipt of Free School Meals (20.2%). 28 live in Decile 1-3 (14.9%) and 10 in Decile 4-10 (5.3%).

Number of Free School Meals August 2018					
Stage	No in Class	No in Dec 1-3	Decile 1-3	Decile 4-7	Total
P4	43	21	6	2	8
P5	46	17	8	4	12
P6	52	22	6	4	10
P7	47	25	8	0	8
Total	188	85	28	10	38

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Teacher Professional Judgement of Attainment

Attainment of a Level at P1, P4 and P7 (June 2018)

Reading			Writing			Listening and Talking			Numeracy		
P1 Achieved Early or better	**P4** Achieved First or better	**P7** Achieved Second or better	**P1** Achieved Early or better	**P4** Achieved First or better	**P7** Achieved Second or better	**P1** Achieved Early or better	**P4** Achieved First or better	**P7** Achieved Second or better	**P1** Achieved Early or better	**P4** Achieved First or better	**P7** Achieved Second or better
78.72%	86.36%	82.05%	78.72%	81.82%	61.54%	78.72%	84.09%	74.36%	87.23%	75.00%	79.49%

At all stages, pupils are performing in line with or above SLC and National levels apart from P7 Writing.

Attainment of Pupils in SIMD 1-3

Number of Children Not on Track to Achieve (Decile 1-3) June 2018						Percentage (%) of Children not on Track to Achieve (Dec 1-3) June '18				
Stage	No in Class	Reading	Writing	Listening	Maths	Stage	Reading	Writing	Listening	Maths
P1	46	5	5	5	2	P1	10.87	10.87	10.87	4.35
P2	46	3	3	2	2	P2	6.52	6.52	4.35	4.35
P3	68	4	4	2	3	P3	5.88	5.88	2.94	4.41
P4	43	3	3	3	3	P4	6.98	6.98	6.98	6.98
P5	46	12	12	12	11	P5	26.09	26.09	26.09	23.91
P6	52	6	9	9	9	P6	11.54	17.31	17.31	17.31
P7	47	4	6	4	6	P7	8.51	12.77	8.51	12.77
Total	348	37	42	37	36	Total	10.63	12.07	10.63	10.34

We have identified a small percentage of children across all stages who live in a home within SIMD 1-3 and who were not on track to achieve the stage appropriate level by June 2018.   We recognise that while this does not necessarily indicate a poverty-related barrier to learning, it does highlight that a statistical poverty related gap exists in our school. There is an increased number of pupils in Primary 5, however this stage has a higher percentage of pupils who have an Additional Support Need.

We plan to target this gap through our Raising Attainment and Learning and Teaching priorities.   Evidence suggests that engagement in learning is less evident within some of the children affected by poverty. We will be targeting this gap through our Learning and Teaching priority and the SMT will be using engagement of this group as a measure when carrying out classroom observations and

other QM activities.

Exclusions

No children have been excluded this year and we view exclusion as an extreme last resort. We aim to be a school with 0% exclusion rate due to our understanding of trauma and pupil emotions.

National Improvement Framework Key Priority:
Closing the Attainment gap between the most and least disadvantaged children

Intervention Theme	Organiser	Type of Intervention	Number in Targeted Group	Specific Intervention	What Will You Measure and Track to Evidence Impact?	Evaluative Statement (End of Program)
Numeracy	Learning & Teaching	Teaching Staff (extension to existing remit)		Catch-up Numeracy Programme	Improvement in pupil attainment in Numeracy and Maths	
Numeracy	Learning & Teaching	Teaching Staff (additional)		5 Minute Box	Improvement in pupil attainment in Numeracy and Maths	
Literacy	Learning & Teaching	School Generated		Paired Reading Programme	Improvement in fluency and comprehension. Use of Benchmarking Kit to measure.	
Literacy	Learning & Teaching	Commercial Resources		Clicker 6	Improvment in pupil attainment in writing.	
Literacy	Learning & Teaching	School Generated		Toe by Toe	Improvement in pupil attainment in spelling.	
Literacy	Learning & Teaching	School Generated		Funky Phonics	Improvement in pupil attainment in phonics.	
Literacy	Learning & Teaching	Commercial Resources		Reading Texts	SLT QM of Learning and Teaching	
Literacy	Learning & Teaching	Commercial Resources		NLC Active Literacy Teaching Packs	SLT QM of Learning and Teaching	
HWB	Family & Communities	Non Teaching Staff (additional)		Daily Mile	Pupil/Parent engagement. Attendance statistics.	
HWB	Family & Communities	Non Teaching Staff (additional)		Programme of Family Learning and extra-curricular clubs.	Pupil/Parent engagement. Attendance statistics.	
HWB	Learning & Teaching	Teaching Staff (additional)		Emotion Works	Improvement in pupil engagement in class learning activities.	