



Education Resources
Curriculum and Quality Improvement Service

Establishment Improvement Plan 2019 - 2020

Woodhead Primary School



School Improvement Priorities

2019-2020

Literacy

Improve learning and teaching of Genre Writing and active approaches to Literacy, focussed on challenge and pace of learning and teaching.

Numeracy

Improve learning and teaching of Numeracy and Maths through interactive teaching approaches and revised progression pathways.

Health & Wellbeing

Improve pupil Health & Wellbeing through the growth of our inclusive, nurturing ethos. Develop more opportunities for family learning.

Woodhead Primary School and Nursery Class

We Work – We Play – We Succeed!





**Education Resources
Curriculum and Quality Improvement Service**

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2. Establishment Strategic Improvement Plan
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National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> 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
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		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 2019-20

- Improve attainment in Numeracy: review progress and through self-evaluation and data analysis identify and target areas for further improvement.
- Improve attainment in Literacy: Review progress in NLC Active Literacy (Reading) and target areas for further improvement (Writing)
- 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 2 2020-2021

- Continue to Improve attainment in Numeracy: review progress and through self-evaluation and data analysis identify and target areas for further improvement.
- Improve attainment in Health and Wellbeing: 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 progression pathways.
- Close the attainment gap by offering targeting intervention to pupils focussed on literacy, numeracy, health and wellbeing.
- Review the curriculum to ensure progression, depth and coherence at all stages.

Year 3 2021-22

- Continue to improve attainment in Literacy and Numeracy through the use of assessment – using a holistic assessment approach.
- Improvement in employability skills and sustained positive school leaver destinations for all young people through review and development of Science and Technology progression pathways.

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • 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. 		<p>Collaboration and consultation</p> <table border="1"> <thead> <tr> <th>Who?</th> <th>When?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td>Pupils</td> <td>Monthly</td> <td>Pupil Council</td> </tr> <tr> <td>Parents</td> <td>Nov 2018 & March 2019</td> <td>Surveys & PC Meeting</td> </tr> <tr> <td>Staff</td> <td>May 2019</td> <td>HGIOS4 Activity</td> </tr> </tbody> </table>	Who?	When?	How?	Pupils	Monthly	Pupil Council	Parents	Nov 2018 & March 2019	Surveys & PC Meeting	Staff	May 2019	HGIOS4 Activity
Who?	When?	How?												
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Strategic Priority 1: Raise attainment in Literacy: continue to improve attainment in Reading and Writing through implementation of Active Literacy NLC

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> 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. 		
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		Professional Learning
		Leadership (Change and Improvement)

Key Actions (How)	Lead Person	Timescale	Comments
School will continue to work within the Phase 2 model for Active Literacy	<ul style="list-style-type: none"> • All staff • DHT 2 • SLC Literacy Team 	August 2019 to June 2020	
Provide identified staff with core literacy training and refresh training where required.	<ul style="list-style-type: none"> • Staff at a new stage. • DHT 2 –with SLC DO 	Ongoing	
Formation of Working Group to drive improvements in Literacy.	<ul style="list-style-type: none"> • DHT 2 • Literacy Working Group 	August in-service day 2019	
Participation in SLC ‘Dyslexia Training’	<ul style="list-style-type: none"> • Specialist Support Team • All staff 	August in-service day 2019	
Summative assessments used to inform Teacher Professional Judgements for Reading and Spelling – August and April 2019	<ul style="list-style-type: none"> • Acting PT of Equity • DHT 2 • Teaching Staff 	August 2019 and April 2020	
Improving pace and challenge in spelling/reading lessons through review of Active Literacy programmes of work at each stage	<ul style="list-style-type: none"> • HT • DHT 2 • Teaching Staff 	August-September 2019	
All teaching staff using Book Banded texts/Skinny Novels/Chapter Texts as core reading programme.	<ul style="list-style-type: none"> • DHT 2 • Teaching Staff 	August-October 2019	
Ensure consistent approaches to developing differentiated reading groups through analysis and understanding of attainment data – 20-60-20 approach.	<ul style="list-style-type: none"> • HT • Teaching Staff 	August to September 2019	

Develop pupil attainment in Genre writing through the use of consistent Writing and Genre targets.	<ul style="list-style-type: none"> • HT • Literacy Working Group 	August – December 2019	
Develop consistent methodology for the planning of assessment, learning and teaching for reading and writing lessons.	<ul style="list-style-type: none"> • HT • DHT 2 • Teaching Staff 	January- June 2019	
Review and develop consistent pedagogy for Learning Intentions and Success Criteria to promote pupil leadership in learning.	<ul style="list-style-type: none"> • Pupils • Teaching Staff • Literacy Working Group 	Inservice Days and planned LC Moderation days in August 2019 and March 2020.	
Ensure opportunities for moderation of Writing – planning partners and within Learning Community	<ul style="list-style-type: none"> • DHT 2 • Literacy Working Group • Learning Community 	Inservice Days and planned LC Moderation days in August 2019 and March 2020.	
Support any pupils who experience a poverty-related gap to literacy through appropriate, targeted interventions.	<ul style="list-style-type: none"> • Acting PT of Equity 	September 2019 to May 2019	
Develop programmes of emergent Writing and embed early literacy programme in the NC.	<ul style="list-style-type: none"> • Nursery Staff 	August 2019 to June 2020	
Develop and adapt approaches for observing, assessing and tracking progress of attainment in early literacy in NC	<ul style="list-style-type: none"> • DHT 2 • Early Years Team Leader • Nursery Teacher 	August to December 2019	

Strategic Priority 2: Raise attainment in Numeracy through the use of SLC Progression Pathways and developing a consistent approach to the learning, teaching and assessment of maths using a variety of teaching approaches and resources.

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		Leadership (Change and Improvement)

Key Actions (How)	Lead Person	Timescale	*Comments
Formation of Working Group to drive improvements in Numeracy and Mathematics	<ul style="list-style-type: none"> • DHT 1 • Maths Working Group 	August in-service day 2019	
Audit of current practice and resources in mathematics and identify areas of strength to further develop.	<ul style="list-style-type: none"> • DHT 1 • Maths Working Group 	August to November 2019	
Purchase additional maths resources identified from needs audit.	<ul style="list-style-type: none"> • DHT 1 • Maths Working Group 	November 2019 to March 2020	
Introduction and adaption of SLC Progression Pathways as whole school approach.	<ul style="list-style-type: none"> • DHT 1 • Maths Working Group 	January to June 2020	
Staff training on SLC recommended approaches to teaching and learning.	<ul style="list-style-type: none"> • SLC DO's • Teaching Staff 	By May 2020	
Evaluation and review of new maths approaches – SEAL, Number Talks, Maths on Track.	<ul style="list-style-type: none"> • DHT 1 • Maths Working Group 	August 2019 to May 2020	
Summative assessments used to inform Teacher Professional Judgements for Numeracy (MALT) – August and April 2019	<ul style="list-style-type: none"> • Acting PT of Equity • DHT 1 • Teaching Staff 	August 2019 and April 2020	
Developing consistent learning and teaching approaches to mental maths and interactive maths lessons.	<ul style="list-style-type: none"> • HT • DHT 1 • Teaching Staff 	By June 2020	

Develop consistent methodology for the planning of assessment, learning and teaching for maths lessons.	<ul style="list-style-type: none"> • HT • DHT 1 • Teaching Staff 	January- June 2019	
Review and develop consistent pedagogy for Learning Intentions and Success Criteria to promote pupil leadership in learning.	<ul style="list-style-type: none"> • Pupils • Teaching Staff • Maths Working Group 	Inservice Days and planned LC Moderation days in August 2019 and March 2020.	
Support any pupils who experience a poverty-related gap to numeracy and mathematics through appropriate, targeted interventions.	<ul style="list-style-type: none"> • Acting PT of Equity 	September 2019 to May 2019	
Develop programmes of early number work through early play experiences and real-world resources in the NC.	<ul style="list-style-type: none"> • Nursery Staff 	August 2019 to June 2020	
Develop and adapt approaches for observing, assessing and tracking progress of attainment in early numeracy in NC	<ul style="list-style-type: none"> • DHT 2 • Early Years Team Leader • Nursery Teacher 	August to December 2019	Develop and adapt approaches for observing, assessing and tracking progress of attainment in early literacy in NC

Strategic Priority 3: Raise attainment in Health and Wellbeing: Developing a whole school approach to nurture and the tracking of pupil engagement in Health and Wellbeing.

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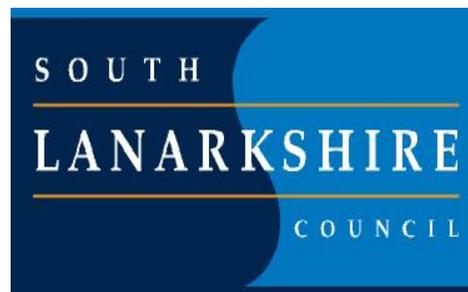
Key Actions (How)	Lead Person	Timescale	Comments
Formation of Working Group to drive improvements in Health and Wellbeing.	<ul style="list-style-type: none"> • PT • Health Working Group 	August in-service day 2019	
Use 'How Nurturing is our school?' to audit strengths and next steps in creating a nurturing ethos in all classes. and the NC.	<ul style="list-style-type: none"> • HT • Health Working Group • Parent Council 	November in-service day 2019	
Staff training in '6 Principles of Nurture' and Nurture Theories e.g. ACES, Attachment Theory, Solihull Approach.	<ul style="list-style-type: none"> • HT • Health Working Group 	August 2019 to June 2020	
Review the new SLC 'Treat me Well' guidance in order to review school anti-bullying procedures and processes.	<ul style="list-style-type: none"> • HT • Health Working Group • All Staff • Parent Council 	November in-service day 2019	
Further develop pupil Voice through SLT Learning Conversations linked with Classroom Visits.	<ul style="list-style-type: none"> • SLT 	October 2019 and February 2020	
Further develop Pupil Voice in School Improvement Process using 'HGIOURS' and Pupil Focus groups.	<ul style="list-style-type: none"> • HT • SLT 	August 2019 to June 2020	
Further develop opportunities for Family Learning focused on Parent/Child shared learning experiences in the school and NC.	<ul style="list-style-type: none"> • Acting PT of Pupil Equity • SLT • Nursery Staff • Volunteers from staff 	August 2019 to June 2020	
Develop and adapt approaches for observing, assessing and tracking progress of Health and Wellbeing in the school and NC	<ul style="list-style-type: none"> • Acting PT of Equity • DHT 2 • Early Years Team Leader • Nursery Teacher • All Staff 	August to December 2019	

Develop and adapt approaches for tracking pupil engagement in learning across the school and NC.	<ul style="list-style-type: none"> • HT • Acting PT of Equity • Early Years Team Leader • Nursery Teacher • All Staff 	October 2019 to June 2020	
Support any pupils who experience a poverty-related gap to Health and Wellbeing through appropriate, targetted interventions.	<ul style="list-style-type: none"> • Acting PT of Equity 	September 2019 to May 2019	
Develop personal plans and target setting approaches using the Wellbeing Indicators in the NC.	<ul style="list-style-type: none"> • EY Team Leader • Nursery Staff 	August 2019 to June 2020	

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Key Actions (from previous plans)

- Review and refresh the school approach to Promoting Positive Relationships
- Target attendance and late-coming by develop range of before-school activities to support family learning e.g. Daily Mile
- Increase P1 attainment in early literacy and numeracy through a play-based learning approach and implementation of ‘loose parts’ and ‘big play’
- Develop outdoor learning through the development of our playground to create ‘Learning Zones’



**Education Resources
Curriculum and Quality Improvement Service**

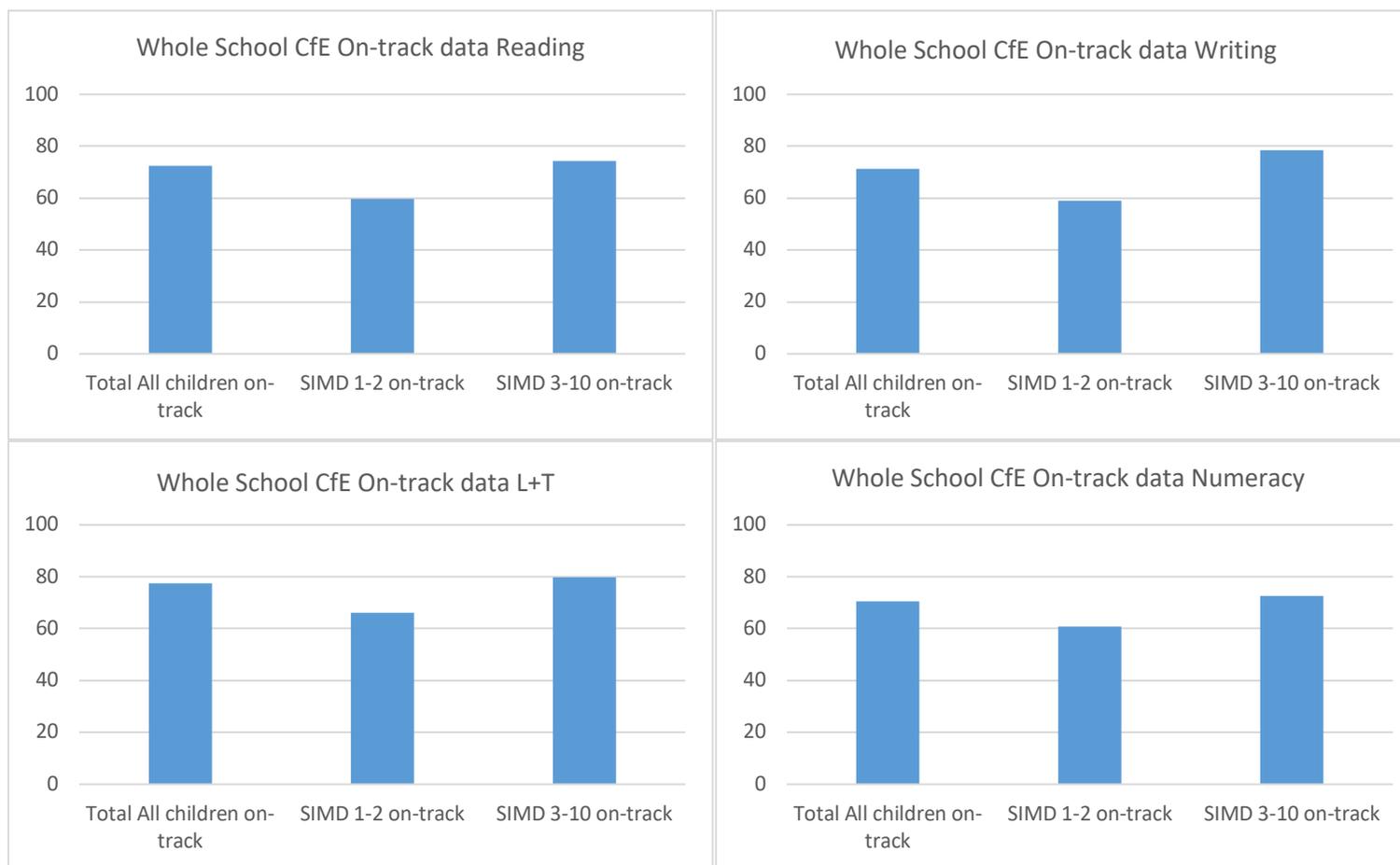
**Pupil Equity Fund
Planning and Reporting
2019 - 2020**



Woodhead Primary School

The Gap:

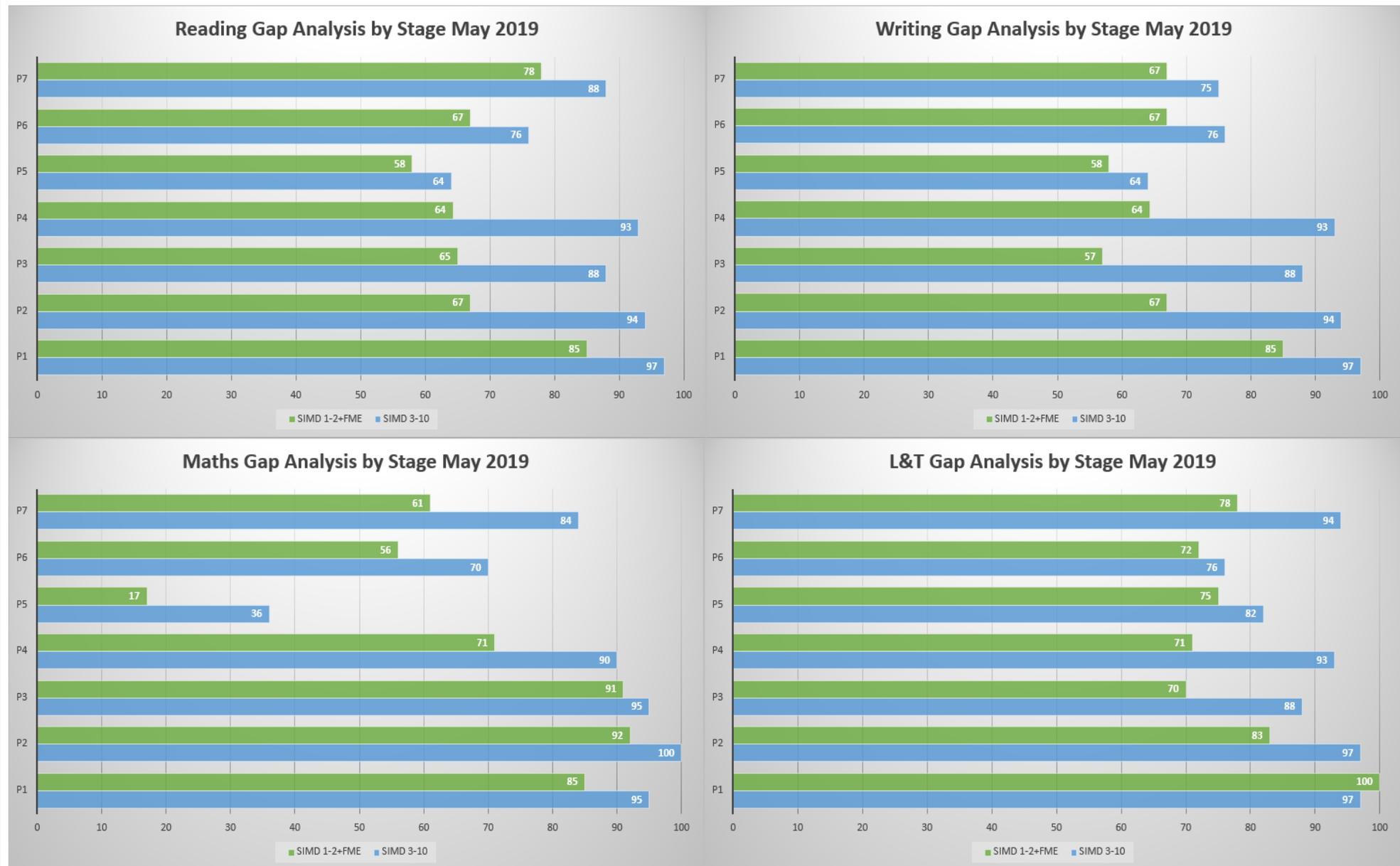
Attainment:



These graphs show our whole school poverty-related attainment gap at May 2019. There is evidence of poverty related gaps in all four areas, therefore a range of targeted interventions are planned to continue to support individuals in SIMD 1-2 and FME to increase attainment based on the analysis of their learning need. The SAC Lead Teacher has gathered individual data on each child and will continue to use a range of assessments and appropriate interventions to help close the poverty related attainment gap.

Writing shows the biggest gap (21%) so a whole school approach to using NLC Genre Writing is being implemented. We continue to develop Active Literacy for reading at all stages and are working to improve the quality and challenge of reading texts at all levels.

As a school, we have the information per stage and have analysed it at school level. These graphs show the percentage of pupils who are achieving expected CfE levels in SIMD 1-2+FME compared to the percentage of pupils who are achieving expected CfE levels in SIMD 3-10 according to teacher professional judgement



This table shows the % gap at each stage for reading, writing, listening and talking and maths:

Class	Difference % between Pupils on track in SIMD 1-2+FME and SIMD 3-10			
	Reading	Writing	Listening and Talking	Numeracy
P1				
P2	12	12	-3	10
P3	27	27	14	8
P4	23	31	18	4
P5	29	29	22	19
P6	6	6	7	19
P7	9	9	4	14

Our analysis shows that within individual stages, the biggest gaps are in P5 (19% gap) and P6 (19% gap) for Numeracy. For Reading the biggest gaps appear to be in P3 (27% gap), P4 (23% gap) and P5 (29% gap). For writing the biggest gaps are also in P3 (27% gap), P4 (31% gap) and P5 (29% gap) These stages will be the focus for this year's equity fund, as outlined in plans below.

Attendance:

	90% attendance or above	71-90% attendance	>70% attendance
SIMD 1+2 plus FME	69%	29%	2%
SIMD 3-10	89%	11%	0%

Children from SIMD 3-10 attend better than targeted children. Gap between children with 90% attendance or above is 20%. (Data from 16.8.18 to 19.6.19)

Exclusion:

	Number of children	% children excluded
SIMD 1+2 plus FME	110	0.9%
SIMD 3-10 no FME	238	0%

1 exclusion for session 2018-2019 to date was from the targeted group.

Participation and Engagement:

Currently 75% of our targeted children (living in SIMD 1-2 + FME) have attended or currently attend 1 or more extra-curricular provisions. We are hopeful these percentages will continue to increase as the session continues and we will target extra-curricular provision to those children who have not yet attended. This session we will place particular focus on Family learning opportunities within and outwith school.

In Session 2018-2019 we used the Leuven Scale to track pupil engagement in Literacy for SIMD 1-2+FME pupils. 50 pupils were observed over a period of 8 sessions and the following results were found:

Leuven Scale	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8
5	8	14	18	20	20	20	14	18
4	15	17	15	17	11	14	14	16
3	18	14	10	3	11	4	11	10
2	5	3	3	4	2	3	2	2
1	0	0	0	0	0	1	2	0
Absent	4	2	4	6	6	8	7	4

Level 5 – Extremely High	36%
Level 4 - High	32%
Level 3 - Moderate	22%
Level 2 - Low	7%
Level 1 – Extremely Low	1%

The table above illustrates that most of our targeted pupils demonstrated high to extremely high levels of engagement. A small percentage of our targeted pupils (some with ASN) had 'low' levels of engagement.

In 2019-2020, we plan to continue to use the Leuven scale as an approach to tracking pupil engagement for SIMD 1-2+FME pupils. We will also extend this tracking to a whole school approach during Reading and Writing lessons in Literacy to allow the gap between SIMD 1-2+FME pupils to be compared to SIMD 3-10 pupils.

Outcomes and Measures All outcomes will be achieved by June 2020	Intervention Description New Interventions – description and clear rationale Max 200 words	Intervention Theme		Organiser	Type of intervention					Continuation of 2018/19 Plans Y	Mid-Year Progress To be completed at Mid-Year Stage	Actual Impact To be completed at End of Year
		Literacy	Numeracy		HWB	Learning & Teaching Leadership	Family & Communities	School generated	Partnership/charity			
<p>Outcomes:</p> <ul style="list-style-type: none"> 5% increase in Reading ages of the identified targeted groups. 5% increase in Reading ages at other stages. 5% increase in the number of targeted pupils in SIMD 1, 2 plus FME working within expected CfE levels in Reading. As a result the poverty related gap will close by 5%. 5% increase in the number of targeted pupils in SIMD 1, 2 plus FME working within expected CfE levels in Writing. As a result the poverty related gap will close by 5%. A shared Literacy approach will continue to be established through NL Active Literacy and used consistently across all classes. Now in the third year of our NL Active Literacy cycle, and with the opportunity for additional training/moderation, staff capability, capacity and confidence in the learning, teaching and assessment of reading and writing will continue to improve. Continue to develop Literacy approaches and interventions for identified children to overcome any poverty related barriers and help close the attainment gap. Improved tracking and monitoring of targeted pupil progress to identify, suitable, timely interventions to further improve attainment. <p>Measures:</p> <ul style="list-style-type: none"> Attainment data Teacher Professional Judgements Active Literacy Assessments 	<p>Intervention 1: Raising Attainment in Literacy</p> <ul style="list-style-type: none"> SAC teacher will work with groups of identified children across the school, in partnership with class teacher, to provide specific support for children within targeted group who are not achieving expected Literacy levels. There will be a focus of targeting Reading and Writing in P3, P4 and P5 to close the attainment gap. New Reading and Spelling baseline assessments will be introduced at each stage to determine Reading and Spelling ages. Support staff will continue to work with targeted individuals to close the attainment gap in Reading and Writing through the following interventions: Catch Up Literacy and 5 Minute Box. Clicker 7 to be used in the classroom context as a way of supporting targeted pupils in Writing. P7 children to be trained as Literacy Reading Buddies to engage targeted children in P1-3 with Reading. Develop pupils' leadership of learning through target setting and regular reviews and evaluations of targets. Additional Literacy re-fresh training offered to staff in Active Literacy Expand our current programme of extra-curricular learning activities to include content that promotes family learning in Literacy at home and outwith school. 	✓			✓		✓	✓	✓	Y		

<ul style="list-style-type: none"> • Literacy Baseline Assessments • Catch-up Literacy Assessments • 5 Minute Box Assessments • PAST Assessments in P1 • Regular Word Reading Assessment in P1 • Writing Benchmarks • SNSA assessments in May 2020 • Early Literacy Test Assessments in P1 • NGRT Assessments in P2-7 • Family Learning Feedback forms 																
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<p>Outcomes:</p> <ul style="list-style-type: none"> • 15% increase in Numeracy ages of the identified targeted groups in P5 and P6. • Continue to improve attainment and close the gap overall by 10% in Numeracy through a range of interventions for targeted children (Numicon, Maths Recovery, RM Easimaths) • Continue to develop Numeracy approaches and interventions for identified children to overcome any poverty related barriers and help close the attainment gap. • Improve tracking and monitoring of targeted pupil progress to identify, suitable, timely interventions to further improve attainment. 	<p>Intervention 2: Raising Attainment in Numeracy</p> <ul style="list-style-type: none"> • SAC teacher will work with individuals/ groups of identified children across the school, in partnership with class teacher, to provide specific support for children within targeted group who are not achieving expected Numeracy levels. • There will be a focus of targeting Numeracy in P5 and P6 to close the attainment gap. • New Numeracy baseline assessments will be introduced at each stage to determine Numeracy ages. • Expand our current programme of extra-curricular learning activities to include content that promotes family learning in Numeracy at home and outwith school. • Provide Support materials to support learning in Numeracy at home. • Staff to use ICT to track progress and attainment in Numeracy through RM Easimaths. 	✓					✓		✓		Y		
<p>Measures:</p> <ul style="list-style-type: none"> • Attainment data • Teacher Professional Judgements • MALT Baseline Assessments • 5 Minute Box Assessment • RM Easimaths online tracking system • SNSA assessments in May 2020 • Numeracy Benchmarks • Family Learning Feedback forms 													

<p>Outcomes:</p> <ul style="list-style-type: none"> Continue to develop Health and Wellbeing approaches and interventions for identified children to overcome any poverty related barriers and help close the attainment gap. Expand the tracking of pupil progress to include Health and Wellbeing and Pupil Engagement based on the Leuven Scale Continue to implement the Health & Wellbeing programme 'Emotion Works', targeting children who experience emotional difficulties. Develop and implement programmes of Family Learning opportunities focusing on Literacy, Numeracy and Health & Wellbeing within and outwith school. Targeted parents/ carers will have an improved understanding of how their child learns at school and how to support their learning at home as a result of family learning events. 	<p>Intervention 3: Developing Emotional HWB</p> <ul style="list-style-type: none"> The SAC teacher will lead a nurturing <i>soft start/ soft exit</i> for emotional wellbeing support for targeted children. Continue to use the Leuven Scale to track pupil engagement during Reading and Writing Sessions. Use this data for comparison with SIMD 3-10 pupils. In conjunction with the Active School's Coordinator, targeted children will attend at least one extra-curricular activity; before/ during/ after school. Targeted families to participate in at least one family learning session/ activity per year. Introduce a method for recording this. 			✓			✓			✓	✓	Y		
<p>Measures:</p> <ul style="list-style-type: none"> Attainment data Assessment data Professional Dialogue Leuven Scale Questionnaires/ Feedback Attendance and participation data Pupil and Staff feedback 														

Sustainability:

Please outline how you plan to mainstream or exit initiatives if required to enable sustainability in the longer term.

We aim to build on the work of the fund, by building staff confidence in assessment and professional judgement of a level and by ensuring all teaching staff are aware of the range of interventions being used; this will ensure interventions are continued in the long-term, as people will value and support them beyond the funding. The SAC lead teacher will have responsibility for devising a recording method which will contain all the relevant information regarding pupil interventions, which staff can access at any time. PEF teacher and class teacher dialogues will also continue so staff continue to engage in professional dialogue and moderation discussions.

Having undertaken various CLPL, e.g. Active Literacy, Catch Up, Emotion Works. staff will have the confidence, knowledge, skills, capability and capacity to ensure work continues after funding stops. Key staff will in-house train new staff when funding stops to ensure these approaches continue in the long-term. All resources to support these approaches have been purchased and so school is fully-resourced. Strategic financial planning within school's core budget will ensure money is set aside to replace core resources, as required.

The work in analysing and identifying trends in data will allow trends in attainment to be followed across cohorts and this will allow improvements based on interventions to be tracked and continued where necessary. Deeper analysis of attainment will explore gender, age and include comparing pupils' attainment with local and national averages, engaging in moderation activities within and between schools.

Partnership working will remain in place beyond the funding, enabling us to continue to access support for children if required. Continuing to ensure effective parental engagement in their child's education will remain a key focus beyond the funding; it is hoped the success of this will ensure staff and parents will continue to ensure such approaches remain embedded across the school.

Helping to improve the progress everyone makes in reading and writing.

We are doing this by

- Training the teachers in new ways to teach reading and writing.
- Measuring how well everyone is learning at the start and end of the year.
- Making sure everyone is being challenged in their lessons.
- Picking books for reading groups that are interesting and varied.
- Making sure everyone knows exactly how good their writing is and what they need to do to make it better.
- Helping anyone who finds reading/writing challenging.

Woodhead Primary School and Nursery Class

Children's School Improvement Plan

2019-2020



Helping to improve the progress everyone makes with numeracy and maths.

We are doing this by

- Looking at the order maths is taught in to make everyone secure in their progress.
- Buying any new maths resources we need.
- Training teachers in ways to make maths lessons more interactive.
- Measuring how well everyone is learning at the start and end of the year.
- Making sure everyone knows exactly how good their writing is and what they need to do to make it better.
- Helping anyone who finds reading/writing challenging.

What we are going to do this year to make Woodhead the best it can be...

Helping everyone to be happy, safe and nurtured in our school.

We are doing this by:

- Thinking about ways to make our school a nurturing place to learn.
- Making our school an 'anti-bullying' school.
- Finding ways to hear what pupils think about their learning and improving the school.
- Having clubs and activities where children and their families can learn together.

The Cost of the School Day Position Statement

Recent guidance from NHS Health Scotland and 'Child Poverty Action Group in Scotland' highlight the hidden cost of the school day. (<http://www.cpag.org.uk/content/cost-school-day-toolkit>)

At Woodhead Primary School and Nursery Class, we recognise that we 'must enable all of our children to take full and equal advantage of opportunities in school and consider how to reduce the extra costs for parents and carers.

As a school, we will ensure that all procedures we implement and any activities/events that we plan are fully accessible to all children.

We will attempt to minimise the hidden cost of the school day through:

Uniform

- Making pre-loved items of school uniform available for an optional donation.
- Including unbranded items of school uniform in our dress-code.
- Sharing the procedures for applying for clothing grants via our newsletter and website.

Trips

- Setting a maximum limit to the cost of school trips organised.
- Organising no more than one educational excursion per class per year that we ask parents to contribute towards the cost.
- Applying for transport subsidies when available to reduce the cost of school trips.
- Using PTA donations/school funds to reduce the cost of school trips.
- Where transport for sporting outings requires a cost, ensuring that this is a 'donation'.
- Reducing suggested spending money for trips.

After-School Clubs

- Not charging pupils for participation in after-school clubs and extra-curricular activities.

Non-Uniform Days

- Making contributions to non-uniform days a suggested donation only.

Craft Days/Competitions

- Providing resources to participate in annual competitions if required.

Lunch/Snack

- Ensuring parents/carers are aware of the eligibility of free-school meal provision.
- Providing packed lunches for trips/outings for those children eligible for FSM.
- Providing snacks for any children who come to school without one.

Raising awareness of the Hidden Cost of the School Day

We will use the Cost of a School Day Toolkit at:

- Pupil Council Meetings
- Staff 'SLC Checklist' Training in August inset days.
- Parent Council Meetings