



Education Resources
Curriculum and Quality Improvement Service

Establishment Improvement Plan 2022-2023

Woodhead Primary School and Nursery Class



Priority 1: Improve attainment in Literacy: ensure excellence and equity of learning in literacy, with a specific focus Writing through implementation Talk for Writing as a Whole School Approach.

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 Priorities
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Improve health and wellbeing to enable children and families to flourish Ensure inclusion, equity and equality are at the heart of what we do Provide a rich and stimulating curriculum that helps raise standards in Literacy and Numeracy Support children and young people to develop their skills for learning, life and work Empower learners to shape and influence actions on sustainability and climate change
Scottish Equity Fund Core Measures/Stretch Aims		
<ul style="list-style-type: none"> ACEL Primary Literacy P1, P4, P7 combined ACEL Primary Numeracy P1, P4, P7 combined Health and Wellbeing measure (attendance) <p>Local measure:</p> <ul style="list-style-type: none"> Cost of the School Day 		

Priority 1: Improve attainment in Literacy: ensure excellence and equity of learning in literacy, with a specific focus on Writing through implementation of Talk for Writing as a Whole School Approach; and a focus on developing a culture of Reading for Pleasure.

Outcome	Key Measure of Excellence	Key Measure of Equity	Mid-Year Impact (RAG)	End of Year Impact (RAG)
<ul style="list-style-type: none"> • Increase teacher consistency in the taught writing programme through CLPL on Talk for Writing training. • Improve pupil engagement and participation in fiction and non-fiction writing to raise attainment in Writing. • Reduce the number of children at the end of Primary 1 not achieving Early Level through a refresh of the reading and phonics programme. • Improve pupil engagement in reading for pleasure at home and in school. 	<ul style="list-style-type: none"> • 2 staff trained in Talk for Writing (Fiction). • 3 staff trained in Talk for Writing (Fiction). • All staff participate in Talk for Writing Moderation in the LC, moderating pieces for 6 children across the school session. • All children are experiencing 2-3 units of the Talk for Writing programme (2 fiction and 1 non-fiction) • Overall attainment in writing increased by 5% (from 75% to 80%). • Attainment in reading at Primary 1 increased by 7% (from 77% to 85%). • Achievement of Reading Schools Core Framework accreditation. • Overall attainment in reading increased by 6% (from 77% to 82%) 	<ul style="list-style-type: none"> • Increase of 30% of targetted children (Dec 1-2+FME) in P2 on track for Writing (2 children) • Increase of 25% of targetted children (Dec 1-2+FME) in P3 on track for Writing (1 children) • Increase of 25% of targetted children (Dec 1-2+FME) in P6 on track for Writing (2 children) • Increase of 25% of targetted children (Dec 1-2+FME) in P7 on track for Writing (2 children) • Increase of 40% of targetted children in P2 and P3 who have achieved the early level and are on the pathway to achieving the First Level (7 children). 		

Key Actions (How)	Lead Person	Timescale	Comments
5 Members of staff will attend Talk for Writing Training (Fiction and Non-Fiction)	Mrs Watson	September-October 2022	
Staff members will cascade training to stage partners.	Class Teachers	October-December 2022	
CAT Training for Talk for Writing – P4-7 Fiction	Mrs Watson/Mrs Keltie		
CAT Training for Talk for Writing Non-Fictions – P1-7	Mrs Watson/Mrs Keltie		
Develop approaches to assessing writing to ensure accuracy of Teacher Professional Judgement (e.g. Andrell Criterion Scale)	Mrs. Watson	October 2022-May 2023	
Develop approaches for planning assessment for learning and teaching through Learning Community Moderation	Mr. Clark, HT High Blantyre PS, HT Udston PS Class Teachers	13 th Sep 2022 24 th Nov 2022 31 st Jan 2023 27 th April 2023	
Refresh of Early Level Reading Programme – matching phonics progression with reading programme	Mrs Watson/Mrs Keltie	August-September 2022	
Participation in ‘Reading Schools’ accreditation programme	Mrs. Mitchell/Mr. Clark	August 2022-June 2023 Training in September 2022	
Development of Reading Schools Core Framework Action Plan	Mrs. Mitchell	By October 2022	
Creation of a Reading Schools Leadership Team, involving pupils and staff	Mrs. Mitchell/Class Teachers	By October 2022	
Staff Training on Reading Schools programme to develop consistent approach to promoting Reading for Pleasure	Mrs. Mitchell/Mrs. Watson/Class Teachers	6 th October 2022	

Priority 2: Improve attainment in Numeracy: ensure excellence and equity of learning in numeracy, with a specific focus of embedding the Concrete-Pictorial-Abstract approach across the whole school, and developing children’s number agility through the further embedding of Number Talks and Numicon.

<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. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Priorities
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Improve health and wellbeing to enable children and families to flourish • Ensure inclusion, equity and equality are at the heart of what we do • Provide a rich and stimulating curriculum that helps raise standards in Literacy and Numeracy • Support children and young people to develop their skills for learning, life and work • Empower learners to shape and influence actions on sustainability and climate change
Scottish Equity Fund Core Measures/Stretch Aims		
<ul style="list-style-type: none"> • ACEL Primary Literacy P1, P4, P7 combined • ACEL Primary Numeracy P1, P4, P7 combined • Health and Wellbeing measure (attendance) <p>Local measure:</p> <ul style="list-style-type: none"> • Cost of the School Day 		

Priority 2: Improve attainment in Numeracy: ensure excellence and equity of learning in numeracy, with a specific focus of embedding the Concrete-Pictorial-Abstract approach across the whole school, and developing children’s number agility through the further embedding of Number Talks and Numicon.

Outcome	Key Measure of Excellence	Key Measure of Equity	Mid-Year Impact (RAG)	End of Year Impact (RAG)
<ul style="list-style-type: none"> Further embed the use of Concrete-Pictorial-Abstract approach to raise attainment in numeracy through increased number agility in pupils. Increased teacher confidence in assessment, learning and teaching of Number Talks and Numicon through training and collegiate work with the LC. Almost all children secure in the ‘concrete’ stage of the CPA approach through the use of Numicon Resources. 	<p>All class teachers delivering a Number Talks session a minimum of 4 times per week.</p> <p>Increased staff confidence in C-P-A approach, with a focus on ensuring Pictorial stage is secure before progressing to Abstract.</p> <p>Use of Numicon as a core teaching resources in P1-7</p> <p>Overall attainment in writing increased by 3% (from 73% to 86%).</p>	<p>Increase of 30% of targetted children (Dec 1-2+FME) in P2 on track for Numeracy (1 child)</p> <p>Increase of at least 3-6 months ‘Maths Age’ for all children in P3-7 using IDL Cloud as a numeracy intervention. (22 children).</p> <p>Increase of 25% of targetted children (Dec 1-2+FME) in P6 on track for Numeracy (1 child)</p>		

Key Actions (How)	Lead Person	Timescale	Comments
Participate in whole school training workshops on Numicon (Delayed from March 2020) - Refresh training in Number Talks for all staff (with a focus on P4-7)	Mrs Fox/Numicon Reps	October-Dec 2022	
Continuing to embed the CPA approach into everyday teaching and learning opportunities	Class Teachers	August 2022-June 2023	
Shared collegiate time with LC school (Delayed from March-Dec 2020)	Mrs Fox/DHT Glenlee PS	January – Easter 2022	
Quality assurance focus on ensuring Number Talks is embedded in every day lessons consistently across the school, using the language of Number Talks with pupils.	SLT/Class teacher	WB 31 st Oct 2022 WB 13 th March 2022	
Update Numeracy and Maths policy to reflect current practice.	Mrs. Fox/Class Teachers	June 2023	

Priority 3: Improve attainment in Health and Wellbeing: developing a consistent whole school, attachment-informed approach to Nurture through participation in the whole school Nurture UK accreditation programme.

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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Priority 3: Improve attainment in Health and Wellbeing: developing a consistent whole school, attachment-informed approach to Nurture through participation in the whole school Nurture UK accreditation programme.

Outcome	Key Measure of Excellence	Key Measure of Equity	Mid-Year Impact (RAG)	End of Year Impact (RAG)
<ul style="list-style-type: none"> • Develop a consistent approach to nurture and attachment-informed practice in the school and nursery through participation in the Nurture UK programme. • Consistent use of the Boxall Profile to gather data on attainment for children identified as having a H&WB need through tracking dialogues. 	<ul style="list-style-type: none"> • Shared use of the 6 Principles of Nurture as a tool for self-evaluating our approaches to Nurture. • Consistent language used by all staff and visible consistencies in our nurturing approaches. • Increased Staff Wellbeing through the development of the Nurture UK action plan. • Develop a more robust programme of gathering attainment data about pupil wellbeing using Boxall Profiling to provide measurable data to inform future key measures of excellence. • Increased staff confidence in the use of Boxall Profiles to inform next steps in supporting pupils with an identified H&WB need. • Implementation of an Emotion Works programme for those children identified through Boxall Profiles as having an amber to light-red outcome on the Diagnostic and Developmental strands. • All children successfully complete the Hi-5 programme. 	<ul style="list-style-type: none"> • Reduction in the number of incidents of distress in 6 identified pupils by accessing a bespoke Nurture Room environment. • Move from Red to Amber on the Diagnostic and Developmental Strands of the Boxall Profile for all 6 children in P1-4 accessing the Nurture Room provision. • An increase in attendance by 5-10% for those families whose attendance is less than 85% and are supported by the YFCL worker. 		

<ul style="list-style-type: none">• Support Primary 7 emotional wellbeing and regulation through participation in Hi-5 programme.• Increased parental involvement in learning through the use of a Curriculum Newsletter.	<ul style="list-style-type: none">• All class teachers produce a newsletter outlining the intended learning for the term (3 per year).			
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Key Actions (How)	Lead Person	Timescale	Comments
Develop the 'Woodhead Way' through the use of 'Ready, Respectful, Safe' Pivotal Approach. Shared expectations and visible consistencies across the school.	Mr. Clark/All Staff	From August 2023	
2 staff trained in 'The National Nurturing Schools Programme'	Miss Harkness/Miss Garland	May 2022-June 2023	
6 Principles of Nurture Training delivered to whole staff.	Miss Harkness/Mrs Goldie	August 2022	
Staff Wellbeing Questionnaire undertaken with nursery and school staff	Miss Harkness	August 2022	
Staff wellbeing action plan developed.	Miss Harkness/Mr. Clark	August-September 2022	
Whole school training in the use of Boxall Profile	Miss Harkness	August 2022	
Development of Nurture Provision (Nurture Room) for children who require targetted intervention with distressed behaviour or dysregulated attachment.	Mrs. Waddell/Mrs. Welby	August 2022-June 2023	
Boxhall Profile carried out for all children in Dec 1-2+FME who would benefit from additional Nurture input or support.	Mrs. Waddell/Class Teachers	August 2022	
Targeted support for pupils where attendance in identified as a barrier to learning.	Mrs Stewart/Mrs Keltie	August 2022-June 2023	
Offering parental workshops/development opportunities to targetted families to support family learning. e.g. Solihull Understanding Your Child etc.	Mrs. Stewart/Mrs. Keltie	August 2022-June 2023	
Hi-5 Programme implemented with all Primary 7 pupils	Mrs. Stewart/P7 Class Teachers	August 2022-June 2023	
Improving parental engagement with Home Learning through the introduction of "Curriculum Newsletters"	Mr. Clark/Class Teachers	WB 10 th Oct 2022 WB 12 th Dec 2022 WB 20 th Mar 2023	