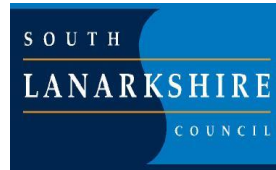


**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan 2017 - 2018

Woodpark Primary School





**Education Resources
Curriculum and Quality Improvement Service**

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National Improvement Framework Key Priorities		
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National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<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 	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

2017 – 2018	2018 – 2019	2019 - 2020
<ol style="list-style-type: none">1. Raise attainment in Literacy with specific emphasis on Spelling, Vocabulary and language development2. Audit our current Social Studies programme of study in P1 – 3 looking at coverage of Es and Os and DYW.3. Children will be supported to minimise the impact of poverty on learning and achievement through the development of Family Learning in partnership with Barnardo's.	<ol style="list-style-type: none">1. Raise attainment in Literacy with specific emphasis on Writing, continuing with vocabulary building2. Audit our current Social Studies programme of study in P4 – 7 looking at coverage of Es and Os and DYW.3. Assess and quantify the effectiveness and impact of the implemented programme from Year 1. Look for opportunities for Family Learning beyond Primary 1.	<ol style="list-style-type: none">1. Raise attainment in Literacy with specific emphasis on Talking and Listening2. Implement and embed work done on Social Studies.

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. 		Collaboration and consultation (list stakeholders): <ul style="list-style-type: none"> • Staff • Parents • Pupils • Partner agencies
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		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
<p>Raise attainment in Literacy with specific emphasis on Spelling, the implementation of Catch Up Literacy and the delivery of a Speech and Language programme that will focus on language and vocabulary development</p>	<p>Yes</p>	<p>Children will benefit from a more structured and progressive programme of teaching spelling Children will be placed in the correct spelling groups</p> <p>Children’s ability to spell properly will improve</p> <p>Children who have struggled in basic literacy will be supported and will improve basic skills.</p> <p>The vocabulary of Primary 1 pupils will be developed.</p> <p>Children who have struggled in literacy in the past will feel more confident and have an improved self-esteem.</p>	<p>Spelling tests Monitoring of general work across the curriculum Feedback from parents Feedback from pupils Vocabulary tests showing improvement from pre-school tests</p>	
<p>Audit our current Social Studies programme of study in P1 – 3 looking at coverage of Es and Os and DYW.</p>	<p>No</p>	<p>Children will benefit from being taught <i>all</i> outcomes from the Social Studies curriculum.</p> <p>Children will learn the skills needed for work and lifelong learning.</p>	<p>Forward plans Classroom visits Jotter monitoring Feedback from pupils Feedback from parents</p>	
<p>Children will be supported to minimise the impact of poverty on learning and achievement through the development of Family Learning in partnership with Barnardo’s</p>	<p>Yes</p>	<p>Children will be happier in school by being taught in a more nurturing environment.</p> <p>Parents will be supported at home in dealing with any behavioural issues.</p> <p>Children will feel more supported at home from parents who have learned more about nurture and attachment</p> <p>Attainment will rise across all areas of the curriculum</p>	<p>Observation around the school Feedback from pupils SHANARRI questionnaires Feedback from Barnardo’s worker</p>	

National Improvement Framework Key Priority

- Closing the attainment gap between the most and least disadvantaged children.

Contextual analysis (what is the gap?):

Project/Priority (details of what you are doing and who you are targeting with additional intervention)	Amount	Details of Spend	How will you provide evidence of impact?
Catch Up Literacy/Numeracy	£30,000	2 Support Workers who will be trained in the delivery of Catch Up Literacy and Numeracy.	Ongoing assessments from the children as they go through the programme
Purchase of magnetic boards and letters for delivery of new spelling programme	£1,200	Magnetic boards and letters will be purchased for each pupil in P1 – 3	Ongoing assessment in class
Five to Thrive	£25,000	Training for all school staff on 5 to Thrive A family support worker from Barnardo's who will work in the school and in homes 0.5	Observation of effected families Discussion with other agencies involved with the family e.g Social Work Discussion with Barnardo's worker Feedback from families
Speech Therapist to deliver 8 week programme with P1 and train support staff	£1,000	Annette Beat will work with a group of identified children for 1 hour a week for 8 weeks. She will then train a member of our support staff for 1 hour a week to enable this project to continue once she leaves.	Children were assessed for their vocabulary in their pre-school year. We will repeat this test in the middle and end of their Primary 1 year to assess any improvement.

Strategic Priority 1: Raise attainment in Literacy with specific emphasis on Spelling and Vocabulary

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		<p>SLC Education Resources Themes</p> <ul style="list-style-type: none"> 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) 	
<p>Key Actions (How)</p>		<p>*Lead Person</p>	
<p>Training of staff in NLC Active Literacy and implementation of the programme in all classes</p>		<p>Gemma Finlay/Colin French</p>	
<p>Deliver Speech and Language programme to identified pupils in P1</p>		<p>Maureen Farr</p>	
<p>Deliver Catch-up Literacy Programme to identified pupils.</p>		<p>Maureen Farr to organise Support Staff to deliver – yet to be identified</p>	
		<p>*Timescale</p>	
		<p>*Comments</p>	
		<p>Training in 1st Inservice Day</p>	
		<p>September – December 2017</p>	
		<p>Ongoing Aug 17 – June 18</p>	
		<p>There was a great deal of work done on this at the end of the 2017 summer term.</p>	
		<p>Will depend on when we get new SA recruited and trained.</p>	

Strategic Priority 2: Audit our current Social Studies programme of study in P1 – 3 looking at coverage of Es and Os and DYW.

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<p>Key Actions (How)</p>		<p>*Lead Person</p>	
<p>Audit current Social Studies programme against the Es and Os.</p>		<p>Duska McLeish</p>	
<p>Raise awareness of Developing Young Workforce</p>		<p>Stephen Hartley</p>	
<p>Develop new SS programme taking DYW into account and allowing for a composite infant class</p>		<p>Duska McLeish and Stephen Hartley</p>	
		<p>*Timescale</p>	
		<p>*Comments</p>	
		<p>August – December 17</p>	
		<p>January – March 18</p>	
		<p>January – June 18</p>	

Strategic Priority 3: Children will be supported to minimise the impact of poverty on learning and achievement through the development of Family Learning in partnership with Barnardo’s

National Improvement Framework Key Priorities		
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Key Actions (How)	*Lead Person	*Timescale	*Comments
Staff will be trained in 5 to Thrive	Maureen Farr	2 nd Inservice Day	To be delivered by external trainers Kate Cairns Associates
Families will be invited to engage with Barnardo's and some families will be identified. Barnardo's worker will either work with families in school or in their homes	Maureen Farr	Ongoing August 17 – June 18	This work will very much depend on the needs and uptake of the families. This will be a needs driven initiative and will be recorded retrospectively
Provide in-school learning opportunities for parents/families in partnership with our Barnardo's Family Support Worker.	Maureen Farr	Ongoing August 17 – June 18	

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Key Actions (from previous plans)		
<ul style="list-style-type: none"> • Continue to Implement and develop Big Maths in each class • Introduce the teaching of Spanish in P5 – 7 • Implement the work on Outdoor Learning that was developed last year • Implement the target setting work which was developed last year – new diaries to aid this have been ordered and should be delivered in time for the new term. 		