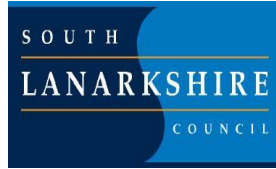


**Education Resources  
Curriculum and Quality Improvement Service**

# **Establishment Improvement Plan 2019 - 2020**

**Woodpark Primary School and Nursery Class**





**Education Resources  
Curriculum and Quality Improvement Service**

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4. Establishment Maintenance Plan
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<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people’s health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
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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)

2017 – 2018	2018 – 2019	2019 – 2020
<ol style="list-style-type: none"> <li>1. Raise attainment in Literacy with specific emphasis on Spelling, Vocabulary and language development</li> <li>2. Audit our current Social Studies programme of study in P1 – 3 looking at coverage of Es and Os and DYW.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Raise attainment in Literacy with specific emphasis on Reading, continuing with vocabulary building</li> <li>2. Audit our current Social Studies programme of study in P4 – 7 looking at coverage of Es and Os and DYW.</li> <li>3. Raise attainment in Literacy and Numeracy in children who are in receipt of free school meals or are living in Decile 1.</li> </ol>	<ol style="list-style-type: none"> <li>1. Raise attainment in Literacy with specific emphasis on Writing</li> <li>2. Continue to raise attainment in Literacy and Numeracy in children in receipt of free school meals/live in Decile 1</li> <li>3. Review vision, values, aims and curriculum rationale</li> <li>4. Review and audit of current numeracy curriculum across all stages</li> <li>5. Implement Cost of the School Day</li> </ol>

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**Strategic Priority 1: Raise attainment in Literacy with specific emphasis on Writing**

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<p><b>Key Actions (How)</b></p>		<p><b>*Lead Person</b></p>	
<p>Implement revised writing programme across all stages using Talk4Writing:</p>		<p>Colin French – Literacy Coordinator</p>	
<p>Aug – Dec 19 Staff development to increase knowledge, understanding of pedagogy</p>		<p>August – December 2019  Inset 2: ½ day  CAT 11.9.19</p>	
		<p><b>*Comments</b></p>	

<p>and build confidence in adopting T4W approach in class</p> <p>Jan-March 20 Staff begin to adopt T4W approaches in class; review</p> <p>Apr-June 20 Continue to use T4W approach in class; evaluate impact; identify next steps for 20-21</p>		<p>CAT 18.9.19</p> <p>Inset 3: ½ day</p> <p>Jan – March 2020 Pilot T4W approaches in classes Review CAT 22.4.20</p> <p>Apr-June 2020 Embed practice in classes Review Inset 7 1.5 hrs</p>	
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**Strategic Priority 2:** Continue to raise attainment in Literacy and Numeracy in children in receipt of free school meals/ Decile 1

<p><b>National Improvement Framework Key Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people’s health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>			
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<p><b>Key Actions (How)</b></p>		<p><b>*Lead Person</b></p>	
<p>Targeted literacy and/or numeracy interventions delivered by Pupil Equity Funded teacher</p>		<p>Marianne Duncan</p>	
<p>Catch Up Literacy/Numeracy and 5 Minute Box interventions delivered by two Pupil Equity Funded support staff</p>		<p></p>	
		<p><b>*Timescale</b></p> <p>August 2019-June 2020</p>	
		<p><b>*Comments</b></p>	



Strategic Priority 3: Review vision, values, aims and curriculum rationale

National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people's health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>			
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		Skills for Learning, Life and Work	
		Professional Learning	
		Leadership (Change and Improvement)	
Key Actions (How)	*Lead Person	*Timescale	*Comments
<ul style="list-style-type: none"> <li>Undertake full consultation with all stakeholders to evaluate strengths and areas for improvement</li> <li>Review of school values, vision and aims</li> </ul>	Debbie MacKenna	By October 2019  By February 2020	Pupil Council/Pupil Voice committees will use HGI OurS challenge questions

<ul style="list-style-type: none"><li>• Review of curriculum rationale taking account of context of school and local area</li></ul>		By May 2020	
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Strategic Priority 4: Implement Cost of the School Day

National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people's health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>			
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		Skills for Learning, Life and Work	
		Professional Learning	
		Leadership (Change and Improvement)	
Key Actions (How)	*Lead Person	*Timescale	*Comments
<ul style="list-style-type: none"> <li>Incorporate awareness-raising and discussion of poverty-related issues into our health and wellbeing programme at second level</li> </ul>	Marianne Duncan	By October 2019	With Pupil Council

<ul style="list-style-type: none"> <li>• Raise awareness with parents/carers of fundraising schemes and supports available, including access to Citizens' Advice located within school</li> <li>• Develop school position statement on lending equipment and resources for home learning activities/homework</li> </ul>		<p>Aug 2019 – June 2020</p> <p>By December 2019</p>	<p>SMT/HWB coordinator</p> <p>Discussion with staff</p>
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Strategic Priority 5: Review and audit of current numeracy curriculum across all stages

<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people’s health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>			
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<b>Key Actions (How)</b>		<b>*Lead Person</b>	
Audit current numeracy curriculum and resources  Staff dialogue: mental maths and problem-solving current practice; explore range of MM/PS resources and		Numeracy Coodinator and SMT	
		<b>*Timescale</b>	
		By December 2019  Inset 4 (November)	
		<b>*Comments</b>	

strategies; review contextual problem-solving approaches across all stages Audit effectiveness of current tracking/monitoring in numeracy; adapt as appropriate		Inset 5 (February)	
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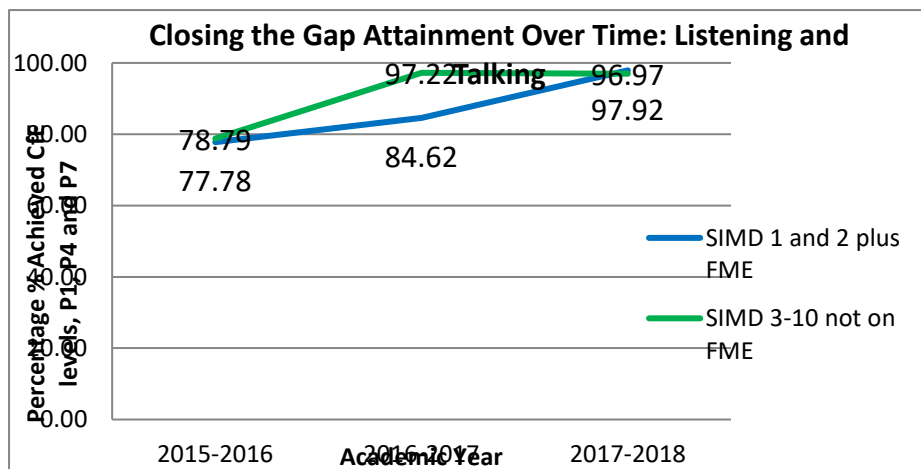
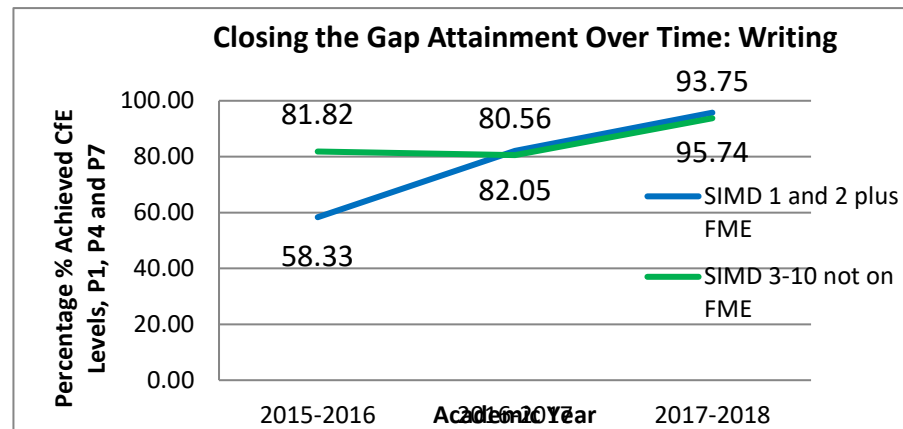
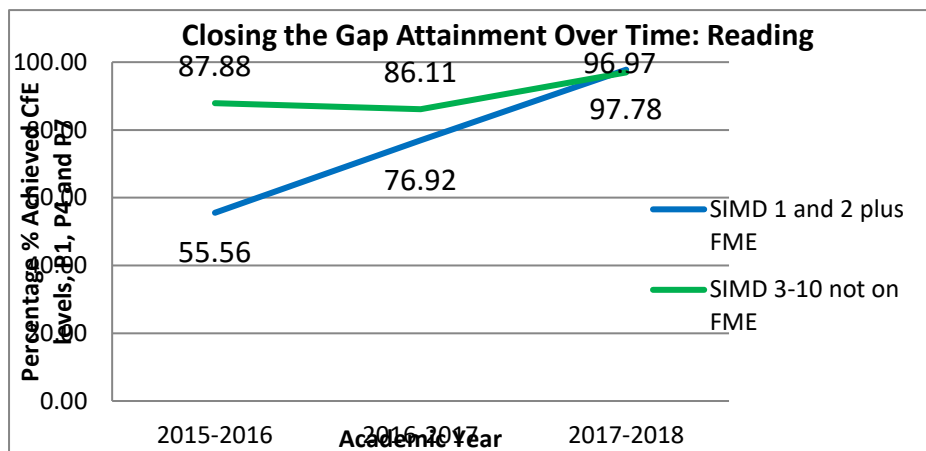
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		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Key Actions (from previous plans)		
<ul style="list-style-type: none"> <li>Social studies: incorporate geography-based topics across all stages, ensure progression</li> <li>1+2 Languages – Spanish P5-P7</li> <li>Handwriting and grammar progression embedded</li> <li>Book banding progression tracking embedded</li> <li>DYW/Finance Week</li> <li>Moderation of reading</li> </ul>		

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



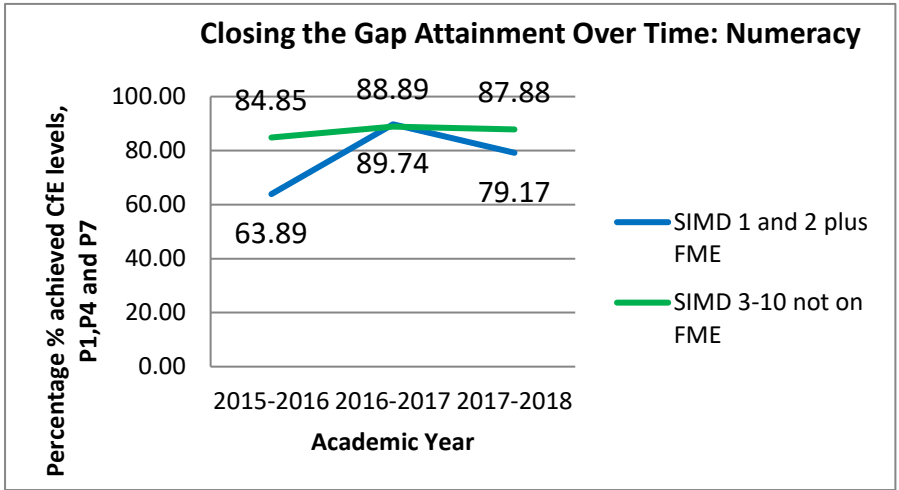
## The Gap:

**Attainment:** Previous data showed that children's attainment in literacy was lower than in numeracy. As a result, a significant investment in literacy resources, and the introduction of Active Literacy across all stages, was made in the last two years in order to raise attainment and close the poverty-related attainment gap. Data over time illustrates that the gap has reduced across all literacy organisers.



Data over time to session 2017-18 illustrates that across all literacy organisers, progress has been made to close the gap between SIMD 1+2/FME and SIMD 3-10, particularly in reading and in writing. 2018-19 Literacy data below shows gap between SIMD 1+2/FME and SIMD 3-10 across P1,4 and 7.

	Reading			Writing			Talking and Listening		
	P1	P4	P7	P1	P4	P7	P1	P4	P7
<b>Total</b>	78.1	73.9	86.3	81.3	73.9	86.3	90.6	95.6	95.5
<b>SIMD1/FME</b>	75	63.6	92.3	87.5	63.6	100	93.8	90.9	100
<b>SIMD 3-10</b>	81.2	83.3	77.7	75	83.3	66.6	87.5	100	95.5
<b>Gap</b>	-6.2	-19.7	+14.6	+12.5	-19.7	+33.4	+6.3	-9.1	+4.5



Data over time to session 2017-18 illustrates in numeracy progress has been made to close the gap between SIMD 1+2/FME and SIMD 3-10, particularly in session 2016-17. The gap widened slightly in 2017-18 albeit to a lesser degree than in 2015-16. . 2018-19 Numeracy data below shows gap between SIMD 1+2/FME and SIMD 3-10 across P1,4 and 7. Whilst t

	Numeracy		
	P1	P4	P7
<b>Total</b>	84.3	91.3	90.9
<b>SIMD1/FME</b>	93.8	91.3	100
<b>SIMD3-10</b>	75	100	90.9
<b>Gap</b>	+18.8	-8.7	+9.1

**Attendance/Exclusion:** We track and monitor attendance regularly, and have recently introduced a class attendance challenge to further promote regular attendance at school. Individual children/families are supported as required to improve attendance. The table below shows attendance and exclusion data for WPS and SLC Primary for 2017-18, showing a -1.3% gap. In session 2018-19, our overall attendance was 93.82%; SIMD1+2/FME attendance was 92.82% and SIMD 3-10 attendance was 94.01%. The gap was -1.19%, an improvement on last session. During session 2018-19, 1.5 days were lost to exclusion, within SIMD1+2/FME.

School	PEF Attendance and Exclusion Data 2017-2018								
	% Absence			% Attendance			Number of Exclusions		
	SIMD 1+2 +FME	SIMD 3-10	Gap	SIMD 1+2 +FME	SIMD 3-10	Gap	SIMD 1+2 +FME	SIMD 3-10	Gap
Woodpark Primary School	7.6	6.3	-1.3	92.4	93.7	-1.3	0.0	0.0	0.0
SLC Primary School Average	7.2	3.7	-3.5	92.8	96.3	-3.5	28	17	-11

**Participation and Engagement:** Participation is promoted and tracked through our Woodpark Wonders system, and celebrated at weekly assemblies.

The table below illustrates participation by stage in at least one club or activity during session 2018-19, and compares the data between targeted and non targeted groups.

Participation 2018-19	Overall %	SIMD1+2/FME %	SIMD 3-10 %	Gap
P1	37.5	43.8	31.25	+12.55
P2	66.6	72.7	61.5	+11.2
P3	35.5	50	20	+30
P4	87	81.8	91.6	-9.8
P5	51.9	45	71.4	-26.4
P6	84.2	90.9	66.6	+24.3
P7	81.8	92.3	66.6	+25.7

It can be seen that at most stages, engagement of those within SIMD 1+2/FME exceeds SIMD 3- 10, with the exception of P4 and P5 stages. Overall participation was lower across P1-3 than P4-7 stages. P4 stage had the highest overall participation rate.

Outcomes and Measures	Intervention Description New Interventions – description and clear rationale Max 200 words	Intervention Theme			Organiser			Type of intervention				Continuation of 2017/18 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	Commercial Resource	Consultant			
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>80% of children targeted for literacy and/or numeracy interventions demonstrate increased confidence and engagement in learning</li> <li>80% of children targeted for literacy and/or numeracy interventions achieve expected outcomes planned by intervention teacher</li> <li>80% of children targeted for literacy and/or numeracy interventions on track to achieve level in literacy and numeracy</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Assessments: SWRA/SWSA/NGRT: Reading ages</li> <li>Book banding progression</li> <li>Leuven scale of engagement</li> <li>Class observations</li> <li>Learning conversations</li> <li>Forward plans/discussions</li> </ul>	<p><b>Intervention 1:</b></p> <ul style="list-style-type: none"> <li>PEF intervention teacher will deliver targeted group/individual support to identified children within FME/SIMD1+2 who would benefit from extra support. The program will be centred around Literacy and Numeracy. Teachers will present children who need targeted support based on professional judgement. The PEF teacher will create relevant units of support based on the concise area highlighted by the class teacher. These units will last for 4 weeks and occur 3 times a week in 45 minute slots.</li> </ul>	X	X		X			X						
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>80% of children targeted for Catch Up literacy and/or numeracy or 5 Minute Box intervention demonstrate increased confidence and engagement in learning</li> <li>80% of children targeted for literacy and/or numeracy interventions achieve expected outcomes planned</li> <li>80% of children targeted for literacy and/or numeracy interventions on track to achieve level in literacy and numeracy</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>5 Minute Box assessment</li> <li>Catch Up literacy assessment</li> <li>Book banding progression</li> <li>Assessments: SWRA/SWSA/NGRT: Reading ages</li> <li>Leuven scale of engagement</li> <li>Learning conversations</li> <li>Forward plans/discussions</li> </ul>	<p><b>Intervention 2:</b></p> <ul style="list-style-type: none"> <li>SSA Catch Up Literacy/Numeracy and 5 Minute Box interventions</li> <li>Trained support staff will deliver targeted 1-1 support for identified children in Catch Up Literacy/Numeracy/5 Minute Box.</li> </ul>	X	X		X			X						

<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>children's health and wellbeing increased, and anxiety around early learning in school for children and parents reduced; aims to increase parental engagement in children's learning, parent confidence in supporting children's early literacy learning at home and strengthen home-school links at an early stage.</li> </ul>	<p><b>Intervention 3:</b></p> <p>Stay, Play and Learn with literacy and numeracy focus delivering activities for primary 1 children and their families. Programme will focus on early reading and language development, particularly phonological awareness. P1 teacher will be supported by Stay, Play and Learn Early Years Scotland key workers.</p>	X	X	X	X		X	X	X																			
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Sustained arental attendance and engagement in Stay/Play/Learn sessions</li> <li>Assessment of pupil progress in literacy and numeracy</li> <li>Homework engagement and quality</li> </ul>																												

## **Sustainability:**

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

**Teachers will be able to access the interventions planned and delivered by PEF teacher, and adapt for use as required as part of learning and teaching in class to support identified children.**

**Support staff trained in Catch up Literacy/Numeracy and 5 Minute Box will continue to use 1-1 interventions to support identified pupils. CPD budget can be used to enable more support staff to be trained in Catch Up Literacy/Numeracy as required.**

**Revised P1 transition programme framework is now in place and lead teacher can support teachers in delivery thus widening pool of expertise and knowledge. Provision of pupil home learning packs in subsequent years will be sustained through school budget.**

**We will continue to develop our partnership with Community, Youth and Family Learning to provide a range of activities to promote health and wellbeing and parental engagement.**