

# WINDYKNOWE PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN RECOVERY PHASE PLAN

2020 / 2021



# Factors Influencing the Improvement Plan

## School Factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Priorities

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Flexible Early learning and childcare expansion and implementation – August 2020

## Local Authority Factors

*Moving Forward in Learning Guidance – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework*

Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))

*Transforming Your Council*

[Corporate Plan](#)

Education Services Management Plan

West Lothian Parental Involvement and Engagement Framework

Continuation of Phased Implementation of 1140 hours ELC

## National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding

How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare?

National Standard for ELC

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Realising the Ambition

Child Protection Procedures

GTCS standards and professional update



## **Our Vision, Values and Aims**

### **Vision Statement**

Ready, Respectful, Responsible, Safe.

### **Our Values**

We always try to do our best

We stand up for what is right and speak out when things are wrong

We take responsibility for our own actions

We show respect

We share and we are fair and friendly around others

We show patience, tolerance and try to solve problems peacefully

We understand that it is important to tell the truth so that others trust us

We care about others and know people in our school care for us

We look after our world so that everyone can enjoy it

### **Our Aims**

#### **Partnership, Collaboration and Self Improvement**

A welcoming culture and ethos encourages pupils, staff, parents, carers and partners to become actively involved in shaping the learning community of Windyknowe to be the best it can be

#### **Leadership and Management**

Strong and effective leadership at all levels amongst pupils, parents and staff supports a decision making process which ensures the effective running and improvement of our ever evolving school

#### **Learning Provision**

A progressive, coherent and inclusive curriculum creates the highest quality of learning and teaching where children participate and engage in inspiring, fun, motivating and engaging creative experiences

#### **Successes and Achievements**

High standards of achievement and attainment are recognised and celebrated

## **Our 'Blended Model' Curriculum Rationale**

Our existing curriculum rationale is

In Windyknowe our aspiration is to provide a dynamic and flexible curriculum which is fit for purpose in preparing all learners to take their place in a modern multilingual society and economy by providing opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on the core subjects: literacy, numeracy and health and wellbeing which permeate the curriculum.

We aspire to deliver excellence in learning and teaching by creating a curriculum which is designed to:

- firmly focus on the needs of the learner and support them in a range of ways, which will enable them to develop the four capacities of successful learners, confident individuals, effective contributors and responsible citizens
- provide opportunities for all to be actively engaged in their own learning
- provide a broad general education by focusing on the 7 principles of: breadth, depth of learning, challenge and enjoyment, personalisation and choice, progression, coherence and relevance
- provide progression through transitions and levels which will be closely monitored and tracked to ensure the opportunity of attainment and achievement at the highest level for all.

We will continue to strive to achieve these aspirations during our period of transition from remote learning to blended learning to full time learning in school.

## Contextual Data Analysis and Rationale for 2020/21 School Improvement Plan

### Attainment Data using Teacher Professional Judgement from Track 3 for all stages

Stage	Reading	Writing	Listening and Talking	Combined Literacy	Numeracy	Maths
P1	92.98%	92.98%	92.98%	92.98%	92.98%	87.72%
P2	82.69%	86.54%	80.77%	76.92%	80.77%	84.62%
P3	88.89%	87.04%	96.30%	83.33%	87.04%	96.30%
P4	85.19%	87.04%	90.74%	83.33%	81.48%	85.19%
P5	88.52%	88.52%	90.16%	81.97%	83.61%	83.61%
P6	89.83%	84.75%	84.75%	83.05%	86.44%	88.14%
P7	83.33%	74.07%	94.44%	74.07%	81.48%	81.48%

## Contextual Data Analysis and Rationale for 2020/21 SIP

### a) Background

Windyknowe Primary School has a current roll of 403 pupils with 78 children in nursery: 32 am places, 30 pm places and 16 attending 2 full days. We have a 15 class structure planned for next year. The Early Years expansion is due to be in place from August where full days, mornings or afternoons will be offered for 50 weeks a year. Children join us in P1 from a number of other Early Years Centres. Our secondary school is Armadale Academy. The Senior Leadership Team consists of a Head Teacher, Depute Head Teacher and Principal Teacher. For the past three years vision and values, numeracy, pupil voice, curriculum design and quality of learning and teaching have been the core features of the school's improvement work. Our children are happy, confident, caring and eager to learn. They have a strong voice and contribute enthusiastically to bringing about change in their school. As a result, children are making good progress. The Head Teacher creates the conditions for staff to build on their strengths and take forward the agenda for school improvement.

### b) Data

Our data shows that overall, attainment in literacy and numeracy is good. By the end of P1, almost all children attain the appropriate CfE levels in listening, talking and reading and writing. By the end of P4 and P7 most children achieve the appropriate curriculum for excellence level in listening, talking, reading and writing. There is particular scope to further improve the quality of children's writing, and overall literacy attainment, particularly across learning. Attainment in numeracy and mathematics is good. Attainment data shows that most children in P1, P4 and P7 are achieving in line with national expectations. With a consistent focus on numeracy through planned school improvement priorities children's understanding of number and number processes will continue to be developed. The Senior Leadership Team meets regularly with all practitioners to create robust systems which analyse progress and achievement in core subjects against the National Benchmarks. SNSA assessments are administered annually with pupils in P1, P4 and P7. The results from these assessments are used to support teacher professional judgement. Support for Learning teachers create programmes of work for identified individuals where interventions and impact are measured.

**c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?**

Our target groups will be for identified children who experience barriers in literacy and numeracy, as well as some identified children requiring support to maintain high levels of attendance and punctuality. Emphasis is placed on ensuring the Health and Well being of our children is at the core of all learning. We invest hugely on restorative approaches to support children in developing skills of resilience and confidence. Approximately 5% of pupils in school have a diagnosis of Autism Spectrum Disorder (ASD). Here the barriers to learning are more complex however there is scope for improving the experience within a highly differentiated and tailored curriculum. An additional Support for Learning teacher will continue to be employed next session, using Pupil Equity Funding. The impact of this on identified children will be monitored and measured closely. Already a positive impact is evolving.

**d) Summary/overview of proposal & non-negotiable outcomes**

Individual targets for identified children will be set in consultation with parents and monitored on a regular basis. Pupil Support Workers (PSW) will be retained to provide focussed literacy and numeracy interventions particularly at P6 and P7, where the highest level of intervention is required. The Support for Learning teacher and (PSWs) will focus on small target groups of identified children who are in Quintile 1, are LAAC or have ASD. These targeted interventions will be focussed on improving the attainment in literacy and/or numeracy. This will involve support for learning work, targeted supports in partnership with class teachers and also additional supports such as life skills and outdoor learning to help identified children to overcome barriers to learning and raise their aspirations for what they are able to achieve. We expect to see a sustained increase in pupil attainment. For ASD pupils we expect to see a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs. We will continue with one PEEP session per week for our nursery children, with this we expect to see an increase in parental engagement at this level and in early speech and language and vocabulary development.

## Windyknowe Primary School - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>All learners will experience a nurturing environment where there is a culture of shared high expectations and aspirations for all. Mental, emotional, social and physical well being will be assessed and evaluated to ascertain supports which require to be placed.</p>	<ul style="list-style-type: none"> <li>- Review and evaluate HWB progressions across the school and ELC to take into account trauma and additional nurture required as children return to school</li> <li>- Major focus on HWB</li> <li>- Create a whole school and ELC HWB context for learning which will enable learners to develop confidence and routine in new situations</li> <li>- Develop a shared understanding of and embed the use of the Wellbeing indicators with our staff , children and families to ensure help and support can be accessed as appropriate</li> <li>- Reflect on and evaluate Positive Relationships Policy in Practice</li> <li>- Ensure our class charters incorporate Ready, Respectful, Responsible, Safe and Welcoming, Nurturing, Caring.</li> <li>- Apply for maintenance of Rights Respecting Schools Level 2 Award in line with vision and values refresh</li> </ul>	<p>June 2021</p>	<p>Focus groups of young people evaluating lessons on wellbeing leading to a 90% reported understanding of wellbeing indicators</p> <p>Children are all able to confidently talk about HWB QI's and how they are feeling from return as time progresses</p> <p>Children are kept safe and free from infection</p> <p>Risk assessments are created with children and learning community to reflect the changing situation</p>
<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <p>Skills, knowledge and understanding in Science, Technology, Engineering and Maths are developed through clear and comprehensive progressions from ELC to P7 to provide high quality learning experiences</p> <p>Assessments in Literacy and Numeracy Across Learning are further developed with a focus on skills for learning, life and work</p>	<ul style="list-style-type: none"> <li>- Further develop digital learning to support in-school and learning at home, ensuring that all families have access to hardware as required to support the learning process for equitable opportunities for all children</li> <li>- Develop STEM progressions with PLC</li> <li>- Develop shared understanding of high quality learning, teaching and assessment experiences in BGE</li> <li>- Apply for and achieve Digital Schools Award</li> <li>- Apply for STEM Funding to support improvements</li> <li>- Review and refresh Assessment Guidance to include practice in 'bundling' of skills, knowledge and understanding to ensure broad general education is covered</li> <li>- Practitioners are fully involved in moderation processes to develop a deep understanding of how to collate assessment evidence to confirm levels of achievement</li> </ul>	<p>June 2021</p>	<p>Quality Improvement procedures indicate that most lessons are good or above across all classes</p> <p>Parents and pupils report that learning and teaching is a positive experience at home and in school through informal and formal dialogue</p> <p>Almost all staff surveys reflect an increase in confidence in delivering 1+2 languages in the classroom setting</p> <p>Almost all STEM learning experiences (over 90%) are evaluated as good or above.</p> <p>Almost all pupils, through focus groups, feedback positively about their learning in STEM</p> <p>At least 90% of observed lessons are good or above across all subject areas</p>

<p>Moderation activities are developed in consultation with staff teams to increase self evaluation capacity: pupil work, classroom practice and planning</p> <p>ELC and school have rigorous approaches to monitoring and tracking of individual learners' progress to ensure appropriate progression in learning leading to further increase in attainment</p> <p>All learners receive regular, well planned learning in 1+2 languages with a commitment to providing appropriate progressions in learning</p> <p>All learners experience an enquiry based play curriculum based across all levels including the ELC providing opportunities for creativity, challenge and independent learning</p> <p>Support parents and families to be fully involved in the life and work of their child's early learning</p>	<ul style="list-style-type: none"> <li>- Practitioners are skilled in approaches to track children's learning and ensure that appropriate interventions are in place as and when required, further focus on very able children</li> <li>- CLPL is led by 1+2 lead learners to ensure all practitioners feel confident when delivering requirements</li> <li>- Approaches to learning in the Broad General Education are flexible to enable creativity, challenge and thinking skills</li> <li>- Early years and first level practitioners explore ways to create further opportunities for family engagement in learning</li> </ul>		
<p><b>Closing the attainment gap between the most and least advantaged children:</b></p> <p>Through targeted interventions 85% of our young people in Quintile 1 are achieving First Level in Literacy and Numeracy by the end of P4</p> <p>Increase and sustain attendance for young people in Quintile 1 to above 95%</p>	<ul style="list-style-type: none"> <li>- Implement PEF Numeracy Action Plan focussing on use of Maths Recovery approaches with identified groups</li> <li>- Implement monitoring of attendance interventions in line with policy</li> <li>- Analysis of data identifies gaps in learning and bespoke programmes addressing these gaps implemented and evaluated</li> <li>- Learning Targets are discussed with learners in a simplified way which is meaningful to them</li> <li>- Embed targeted interventions and evaluate the impact on engagement and attainment</li> </ul>	<p>June 2021</p>	<p>Ongoing tracking and monitoring identifies that CFE target levels are being achieved</p> <p>Target achieved in CfE levels supported by ongoing tracking.</p> <p>Ongoing professional dialogue and monitoring systems show an increase in confidence after involvement in bespoke interventions</p> <p>Target achieved in attendance</p>



<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>Embed the Career Education Standard in all aspects of the curriculum</p> <p>Learners are able to demonstrate skills for learning, life and work and talk positively and aspirational about their hopes for the future</p>	<ul style="list-style-type: none"> <li>- Implement DYW Action Plan Point 4 on Career Education Standard</li> <li>-</li> <li>- Through the curriculum meaningful links are made to the world of work and Science, Technology, Engineering and Maths</li> <li>-</li> <li>- Children know and understand the skills for learning, life and work which they are developing as a result of their learning in school and at home</li> <li>- Learners apply the skills they have developed using GLOW through home learning</li> </ul>	<p>June 2021</p>	<p>Departmental and whole school surveys and focus groups highlight an increasing awareness and use of links between skills, subjects and future career pathways</p>
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