



School Improvement Plan

2022-23

(West Linton Primary School)

INTRODUCTION - School Improvement Planning 2022/23

This document outlines our identified priorities for Session 2022/23 which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2021/22. For more information on our performance see our School Improvement Report 2021/22.

Self-Evaluation Summary

Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation' -HGIOS 4? HGIOELC?

Strengths 2021-22

- Whole school nurturing approaches are well developed at WLPS and continue to become embedded in practice
- Practitioner leadership of school developments in mathematics, digital literacy, emerging literacies and outdoor learning
- Increased use of Digital Technology to enhance learning and teaching experiences across all classes
- Establishment of a community based approach to develop use of the polytunnel to enrich learning and teaching experiences across all classes

Areas for Improvement 2022-23

	Short Term	Medium Term	Long Term
Learning, teaching and assessment including Inspire Learning.	<ul style="list-style-type: none"> - We will evaluate our current approaches and teacher confidence in teaching writing and create an aspirational shared vision for Writing at West Linton Primary school - We will develop digital approaches to enhance teaching, learning, 	<ul style="list-style-type: none"> - We will continue to work with Numeracy Champions to develop teaching, learning and assessment to support a consistent approach to teaching in this area - Literacy Improvement Group will disseminate training, share evolving good practice related to the SBC 	<ul style="list-style-type: none"> - We will engage with families and parents to share our learning, teaching and assessment framework, and share how they can support at home. - We will continue to develop a culture of professional

	assessment & reporting using feedback from this process to plan our next steps	frameworks and associated strategies. - We will provide opportunities for peer observation in writing	collaboration to support CLPL and school improvement. - We will continue to work with local groups and partners to support the development of our school groups
Inclusion	<ul style="list-style-type: none"> - Identify a lead practitioner for Nurturing approaches. - Track individual attainment of those pupils who require significant support. - Track more comprehensively the impact of interventions on raising attainment/ attendance. 	<ul style="list-style-type: none"> - Nurture Improvement Group will lead evaluations of and training in NP3 and NP6 	<ul style="list-style-type: none"> - Engage with families and parents (through Parent Council) to share the SBC Includes poster and framework.

Priority 1: Learning, teaching and assessment, including Inspire Learning

QI	NIF Priority	SBC Framework	Intended outcome:			
2.3	Improve attainment in literacy and numeracy.	Quality Improvement	<p>To develop a shared understanding of SBC expectations in learning, teaching and assessment.</p> <p>Continue to improve understanding, confidence and attainment in writing.</p> <p>Continue to improve assessment and moderation practices in writing.</p> <p>Use digital approaches to enhance teaching, learning and assessment.</p> <p>To implement French and Spanish as part of the 1+2 Languages approach.</p>			
Process			Progress Tracker			
			Strategic lead and key people	Timescale (Date)	Measures of Success	Review Date
1	<p>What we are going to do?</p> <ul style="list-style-type: none"> - Develop professional collaboration across the team including teachers, ANAs and ELC staff through: professional dialogue, peer observations and enquiring approaches. - All staff to create an aspirational shared vision for Writing at West Linton Primary school - Literacy Improvement Group to disseminate training, share evolving good practice related to the SBC frameworks and associated strategies. 	Amy Leitch Improvement Team	Ongoing 2022-23	<p>Attainment in writing will increase to 85% (reaching the national stretch aim)</p> <p>Class Visits/ Peer observations will show a consistent approach to the teaching of spelling and writing.</p> <p>Evaluation of current practice.</p>		

	<p>Why we need to do it?</p> <p>To improve outcomes for learners in writing and develop our pedagogical approaches to teaching writing.</p>			<p>Staff will adopt an enquiring approach to improvement in writing. (Attendance at professional reading groups, improvement in teaching, learning and assessment in this area). Evidenced through Improvement Team feedback session.</p> <p>A variety of assessment evidence will be used to inform next steps in learning seen within PLPs, Writing Folders and Jotters.</p>	
2	<p>What we are going to do?</p> <ul style="list-style-type: none"> - Develop approaches to both formative and summative assessment and moderation of writing. - Use the moderation cycle to improve assessment practices in writing and determine shared standards and expectations across the cluster. 	<p>Louise Ferguson</p> <p>Improvement Team</p>	<p>3 CAT sessions across the year</p>	<p>Attainment in writing will increase to 85% (reaching the national stretch aim)</p> <p>Class Visits/ Peer observations will show a consistent approach to ongoing formative assessment as well as summative approaches.</p>	
	<p>Why we need to do it?</p> <p>To improve outcomes for learners in writing and ensure accurate reporting of pupil progress in writing.</p>			<p>Opportunities for moderation of planning and assessment across the cluster will be embedded in the collegiate calendar.</p> <p>A variety of assessment evidence will be used to inform next steps in learning seen within PLPs, jotters and writing folders.</p>	
3	<p>What we are going to do?</p> <ul style="list-style-type: none"> - Continue to develop digital approaches to enhance teaching, learning, assessment & reporting to parents. - Each class will have Website Blog detailing whole class learning. - Engage with families and parents to share our learning, teaching and assessment framework, and share how they can support at home. 	<p>Ari Wallace</p> <p>Improvement Team</p> <p>Pupil Digital Leaders</p>	<p>Term 1</p>	<ul style="list-style-type: none"> - Class teachers will feel confident in using inspire I pads, through engagement in training on School House and RTC - Staff will feel confident in using Showbie as a digital platform for teaching and sharing learning 	
			<p>Term 2</p>	<ul style="list-style-type: none"> - Young people will use their devices to support their learning and to share learning with their parents at home 	

				- Parents & families will continue to have a good understanding of their child's strengths and next steps in learning	
	<p>Why we need to do it?</p> <ul style="list-style-type: none"> - To ensure our learning, teaching and assessment provision is enhanced by the use of digital technologies. - To continue to develop the home school partnership. 				
4	<p>What we are going to do?</p> <ul style="list-style-type: none"> - Each class will consistently deliver French and/or Spanish lessons each week – to be identified in Class Timetables. - A Spanish progression and resources will be in place to support implementation of second additional language for Primary 7 pupils. 	<p>Louise Ferguson</p> <p>Lynn Meah</p>	<p>Ongoing</p> <p>Term 3 and 4</p>	<ul style="list-style-type: none"> - Teachers will feel confident in delivering French lessons using the West Linton Primary School French Progression Pathway - Teacher and pupil feedback on implementation of Spanish in Primary 7 	
	<p>Why we need to do it?</p> <p>To ensure all children across the school have access to 1+2 Languages.</p>				

Priority 2: Inclusion

QI	NIF Priority	SBC Framework	Intended outcome:			
3.1	Improvement in children and young people's health & wellbeing	Inclusion	<p>A shared understanding of SBC expectations in inclusion and associated frameworks and strategies across stakeholders.</p> <p>Further development of whole school nurturing approaches</p>			
Process				Progress Tracker		
			Strategic lead and key people	Timescale (Date)	Measures of Success	Date Reviewed
1	What we are going to do. <ul style="list-style-type: none"> - Identify a lead practitioner for Nurturing approaches. - Implement Next Steps identified for NP2 and NP5 in Broad Audit. 		Alex Volpe and Marion Butler All Staff	Term 1	A lead practitioner will disseminate key messages to all staff regarding whole school approaches to nurture. A Whole School Nurturing Approach based on self reflection for self improvement will be observed during class visits, walk-arounds and in daily interactions.	
	Why we need to do it. <ul style="list-style-type: none"> - Leadership of this area will ensure that approaches to nurture continue to be embedded in practice. - To continue to improve our nurturing provision. 					

2	<p>What we are going to do.</p> <ul style="list-style-type: none"> - Engage with families and parents (through Parent Council) to share the SBC Includes poster and framework. - Provide family learning opportunities through Raising Children with Confidence (RCWC) sessions 	Jenni	Term 2	<p>Parents & families (through Parent Council) will develop an understanding of the SBC expectations around inclusion and know where to find policy documents on the school website.</p> <p>Parent surveys to gather feedback from sessions and staff evaluations of sessions will provide a measure of impact of RCWC sessions.</p>	
	<p>Why we need to do it.</p> <p>To ensure a shared vision regarding inclusion across stakeholders.</p> <p>To support parents and families to understand the development of emotional wellbeing and how to support children with this</p>	Lead Practitioner and Cluster Colleague	Term 1		
3	<p>What we are going to do.</p> <ul style="list-style-type: none"> - Evaluate our practice related to NP 3 – The importance of nurture for the development of wellbeing. - Implement Glasgow Wellbeing Tool across whole school. - Identify next steps in practice related to NP 3. - Engagement with Build Back Fairer cluster plan to provide targeted support Nurture in Nature sessions to build self-esteem and foster independence 	Lead Practitioner Improvement Team	Term 1	<ul style="list-style-type: none"> - Baseline Evaluations for NP 3 using 3.1 HGIOS 4 - HWB attainment data - Nature in Nurture – Leuven Scale of Wellbeing, Boxall Profiles, Forest Schools evaluations and qualitative statements re wellbeing and engagement levels - A Whole School Nurturing Approach based on self reflection for self improvement will be observed during class visits, walk-arounds and in daily interactions. 	

	<p>Why we need to do it.</p> <ul style="list-style-type: none"> - To continue to improve our nurturing provision. - To provide a tailored programme of support to increase wellbeing and engagement for identified children/young people 				
4	<p>What we are going to do.</p> <ul style="list-style-type: none"> - Evaluate our practice related to NP 6 – The importance of transitions in children’s lives. - Identify next steps in practice related to NP 6. 	<p>Lead Practitioner</p> <p>Improvement Team</p>	<p>Term 3</p>	<ul style="list-style-type: none"> - Baseline Evaluations for NP 6 using 2.6 HGIOS 4 - Pupil and Parent feedback re transitions – Breakfast Club and Meet the Teacher surveys - A Whole School Nurturing Approach based on self reflection for self improvement will be observed during class visits, walk-arounds and in daily interactions. 	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> - To continue to improve our nurturing provision. 				

Ongoing Improvements 2022-23

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success	Expected completion date
1	Emerging Literacies	0.1 Teacher/EY Officer	Evaluation of whole school approach. Implementation of Emerging Literacies approaches across the school.	Term 1 and ongoing
2	Curriculum Bundles	Louise Ferguson	Assessment of the application of IDL opportunities to be developed as part of Writing moderation approaches.	Term 4
3	Outdoor Learning	Mairi Maxfield	Continued use of Polytunnel with community partnerships. All classes will access outdoor learning opportunities each term – to be identified in Curriculum Overviews.	Term 3
4	Mathematics and Numeracy	Fiona Mair Cathie Todd	One Class Visit will reflect features of highly effective practice and feedback will ensure ongoing improvements in this area.	Term 2