



Twechar Primary School School Improvement Plan 2021/2022



Improvement Planning Guidance for Schools and Centres 2021-22

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs) including the impact of Covid-19;
- measurable outcomes which focus on learning, achievement and wellbeing;
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear links to CLPL and professional enquiry;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

The delivery of the improvement plan should be discussed and agreed with staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed. Schools should use the plan to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.

A statement of the School / Establishment
Vision, Values , Aims and Curriculum Rationale

Our school aims are to enable all of our children to become

- Successful learners
- Confident individuals
- Responsible citizens and
- Effective contributors

We will

- promote high aspirations and personal achievement
- give opportunities for young people to acquire a full range of knowledge, understanding and skills relevant to growing, living and working in the contemporary world
- provide a stimulating environment for learning with a choice of teaching and learning approaches to support all our young people to achieve their potential.
- encourage young people to be informed and responsible citizens and to make valuable contributions to society

We will help our children to learn about and develop our school values chosen by the children themselves:

- We will respect everyone
- We will be honest
- We will try our best
- We will look after our school
- We will be kind and gentle
- We will show good manners
- We will be helpful
- We will be responsible
- We will look after our friends
- We will all work together

Our vision is for our children to be:

- Safe and secure
- Healthy and happy
- Achieving
- Nurtured
- Active
- Respected
- Responsible and
- Included

Within a caring environment that takes account of the needs and opinions of all stakeholders in partnership.

	IMPROVEMENT PRIORITY	TARGETS
1	Promote the Health and Wellbeing of pupils, parents/ carers and staff through a nurturing approach placing our pupils at the centre.	<ul style="list-style-type: none"> • To raise awareness of child protection protocols and ensure all staff understand school processes. • To support the HWB of all children within our school environment, and engage families, as a holistic approach to our universal curriculum. • Supporting the HWB of all children within our school environment, and engage with families, to support learners within a nurturing environment. • To developing a Nurture Class to provided targeted intervention to identified learners. • To refresh our vision, values and aims for our school community.
2	Develop learning, teaching and assessment approaches to ensure consistency and standardised approaches across the school and increase pupil engagement.	<ul style="list-style-type: none"> • To engage in professional learning for new Seesaw platform to enhance engagement with families at home. • To engage with the moderation cycle effectively to enhance our planning of learning experiences, teaching and assessment approaches. • To develop our AifL strategies across the school to enhance learning and teaching. • To create collaborative networks across our school to support development of learning, teaching and assessment.
3	Develop our literacy approaches across the school to promote an enjoyment of books and raise attainment.	<ul style="list-style-type: none"> • To promote reading in our school through engagement in the 'Reading Schools Programme'. • To enhance learning and teaching approaches through engagement in meta-cognition CLPL. • To ensure consistency of our approach to literacy by developing our planning formats.

Improvement Priority	NIF Priority	NIF Drivers		EDC NIF Action Plan	Overall Responsibility
1. Promote the Health and Wellbeing of pupils, parents/ carers and staff through a nurturing approach placing our pupils at the centre.	Improvement in Children and Young People’s Wellbeing	School Improvement, School Leadership, Parental Involvement		Improvement in children and young people’s health and wellbeing.	Martyn Glancy and Linda Stewart
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Policies <ul style="list-style-type: none">To enhance safeguarding procedures to ensure a nurturing environment within Twechar Primary and Nursery through Child protection training updating staff on procedures and policies within Twechar Primary and EDC..	August 2021 (INSET Day)	Powerpoint	HT	Engagement in session and observation of staff implementing processes	
Curriculum Development <ul style="list-style-type: none">To implement a whole school approach to wellbeing using wellbeing	December 2021 (1 x SM)	Excel resource	LS	Use of wellbeing data to support learners	

<p>assessments annually to identify pupils that require support.</p> <ul style="list-style-type: none"> To build the confidence, skills and knowledge of staff to continue to develop our approach to outdoor loose parts play (PEF) through CLPL. To engage community partners to implement the John Muir Award for P5-P7. To support staff to engage with our local environment to provide outdoor learning opportunities through our curriculum with the development of a planning format. To develop PLAY within p1-p3 with a focus on the use of assessment to track learners progress. To develop our areas of PLAY and ensure our planning considers pupil 	October 2021 (Inset day)	Outdoor resources	SA	Pupil and staff questionnaires.	
	Ongoing	Outdoor resources	SA	Pupil and Staff Questionnaires John Muir accreditation	
	September 2021 (1x SM)	Outdoor Learning templates	SA	Participation in Outdoor Learning. Pupil and staff questionnaires.	
	Ongoing CLPL	EDC training	HT and P1-P3 teachers	Use of Ferre Laevers Scale	
	Ongoing CLPL	EDC training		Use of Ferre Laevers Scale	

voice and meets learners needs (PEF).			HT and P1-P3 teachers		
<p>GIRFEC/ school ethos</p> <ul style="list-style-type: none"> To implement a nurture classroom to meet the needs of identified pupils (PEF budget). To enhance the skills and knowledge of teachers to plan and implement effective action plans to improve outcomes for pupils. To develop the knowledge and understanding of Nurture teacher through training to support effective implementation of a nurture classroom underpinned by the nurture principles. Develop the knowledge and understanding of nurture principles across the whole school to increase pupil 	<p>October 2021</p> <p>30th August (1 x SM)</p> <p>CD 1 (13th Sept)</p> <p>CD 2 (28th Sept)</p>	<p>EDC training</p> <p>HGIOS 4</p> <p>HNIOS, Boxall profile, EDC training</p> <p>HNIOS</p>	<p>HT and LS</p> <p>HT, LS and nurture teacher</p> <p>HT, LS and Nurture teacher</p>	<p>Classroom reflects the principles of a nurture classroom. Boxall profiles</p> <p>Nurture questionnaires</p>	

<p>engagement for all staff using self-evaluation to identify the principle that will be our starting point.</p> <ul style="list-style-type: none"> To engage with the attunement profile using HNIOS and use this to inform PDR/PRDs. To enable the nurture teacher to engage with the use of Boxall assessments to identify and measure interventions provided within nurture classroom (PEF budget). To build knowledge and skills of staff to use language communication tools that can support learners within classrooms. 	<p>CD 2 (28th Sept)</p> <p>October 2021 (INSET Day)</p> <p>CD 3 (18th October)</p>	<p>Boxall Profile</p> <p>Language communication strategies</p>	<p>HT, LS and Nurture teacher</p> <p>HT and Nurture teacher</p> <p>HT and PT</p>	<p>HNIOS</p> <p>Boxall profiling data</p> <p>Teachers empowered to implement strategies and create plans. Professional dialogue at quality assurance meetings.</p>	
<p>Pupil Voice and empowerment</p> <ul style="list-style-type: none"> To develop pupils as restorative heroes and address conflicts between pupils with restorative conversations. 	<p>October INSET 2021</p>	<p>HGOURS Pupil Council House Captains UNCRC</p>	<p>FL</p>	<p>Pupil voice is used to restore challenges within the school community.</p>	

<ul style="list-style-type: none"> Implement house system to promote school vision, values and aims. Termly house meetings where house captains begin to raise articles of UNCRC/SDG Promote pupil voice through our committee/council structure – Eco (SDG - 11), Pupil Council (UNCRC/SDG 4 – Quality education), Digital Ambassadors – Digital Audit, Playground monitors (UNCRC/SDQ - 3) 	<p>SM -7 22nd November 2021</p> <p>December 2021</p> <p>October 2021</p>	<p>House Captains</p> <p>Committees HGIOUS SDG UNCRC</p> <p>Committees HGIOUS SDG UNCRC Digital Schools Audit</p>	<p>PT</p> <p>HT/PT/CT</p> <p>HT/PT/CT</p>	<p>Termly house meetings</p> <p>Termly committee/council meetings/minutes</p> <p>Termly committee/council meetings/minutes Assemblies</p>	
<p>Pupil and Parental Engagement</p> <ul style="list-style-type: none"> To develop a universal Family Learning programme to work with specific classes (e.g. families connect, come read and count with me, coding, games) to build relationships with pupils and parents. To communicate effectively with families, our Family Learning Assistant will produce a termly newsletter 	<p>October 2021</p> <p>October 2021</p>	<p>EDC Training/ mentored by early years staff.</p>	<p>HT and FLA</p> <p>FLA</p>	<p>Newsletters Pupil and Parent Questionnaires, Attainment data</p> <p>Newsletter engagement</p>	

<p>to communicate supports and forthcoming sessions with families.</p> <ul style="list-style-type: none"> Family Learning Assistant to work with identified families to support curricular areas with a focus on HWB including signposting to services as required. 	December 2021				
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Leadership and Parental and Learner Engagement Opportunities

Detail parent and learner involvement in tasks if relevant

Pupils leading restorative approach

Nurture staff leading nurture development

Class teacher leadership to meet the needs of pupils with action plans

Class teachers (p1-p3) leading the implementation of Play approaches.

Engaging parents and pupils in family learning (come read with me packs? Come count with me packs?).

Resource Requirements	Costs <i>Please see PEF funding – detailed breakdown on last page</i>	Professional Learning
<p>Resourcing of nurture room</p> <p>Come read with me packs</p> <p>Come count with me packs</p> <p>Family Learning cooking activities</p> <p>Family learning games activities</p> <p>PLAY Resources</p> <p>PLAY CLPL sessions</p>	<p>£2000 (resources for home corner/ resources to support activities)</p> <p>£4000 Interactive panel</p> <p>£200 - Reading book packs (x 40)</p> <p>£200 - Maths game/ story packs (x 40)</p> <p>£1000</p> <p>£1000 – Lego wedo</p> <p>£1000</p> <p>£1000</p>	<p>EDC CLPL/ professional advice from Lauren O’Grady</p> <p>Nurture CLPL - HNIOS</p> <p>Play professional learning sessions/ learning week</p>

Boxall Profiling	<p>£500</p> <p>Total - £9900</p>	<p>EDC CLPL Work collaboratively with mentor school.</p> <p>Visit to Kirkintilloch High School</p>
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Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
2. Develop learning, teaching and assessment approaches to ensure consistency and standardised approaches across the school to increase pupil engagement and motivation.	Leadership and Parental and Learner Engagement Opportunities	School Improvement, Teacher Professionalism, Assessment of children’s progress, Performance Information	Improvement in attainment, particularly in literacy and numeracy	Martyn Glancy and Linda Stewart	
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Professional Enquiry <ul style="list-style-type: none">To participate in a practitioner enquiry to reflect and improve aspects of teaching practice linked to the moderation cycle.To work in level groups (network) to identify an area of practitioner enquiry.To share progress of practitioner enquiry with peers to outline the impact of this.	 				

Moderation Activities					
<ul style="list-style-type: none"> To engage with the moderation cycle to support planning of effective teaching and learning. 	18 th October 2021 (1 x CD 3)	Collegiate time Moderation planning sheet	HT and LS	Moderation cycle	
<ul style="list-style-type: none"> To use the benchmarks to moderate the achievement of a level and create a shared understanding in reading and writing. 	20 TH Sept 2021 (1 x SM) (1 x session term 4)	Collegiate time, benchmarks	HT and LS	Benchmarks	
<ul style="list-style-type: none"> To develop the use of AifL strategies (show me boards, LI and SC, peer and self-assessment) to enhance learning experiences for our pupils. 	25 th October 2021 (1 x SM)	Time	HT and CTs	Agreed AifL strategies, Peer visits (term 1)	
<ul style="list-style-type: none"> To implement SEESAW as a resource to capture assessment information and track pupil progress. 	29 th Nov 2021 (1xCD - 5)	Collegiate time	EH	Ipads	
<ul style="list-style-type: none"> To build capacity of staff to use SEESAW as a resource to profile pupil progress and share this with parents. 	November 2021 (1xSM)	Collegiate time	EH	Ipads	

Curriculum Development					
<ul style="list-style-type: none"> To create frameworks to support a progressive and coherent programme of education to best meet the needs of learners in reading. 	August 2021		HT and FL	Questionnaires Observed Teaching Session 1	
<ul style="list-style-type: none"> To create frameworks to support a progressive and coherent programme of education to best meet the needs of learners in writing. 	August 2021		HT and FL	Professional Dialogue at quality assurance meetings	
<ul style="list-style-type: none"> To develop the use of digital technologies to enhance digital literacy by completing the Digital Schools Audit. 	13 TH Dec CD -6	Collegiate Time	EH	Professional Dialogue at quality assurance meetings	
<ul style="list-style-type: none"> To continue to develop staff skills through a regular action plan to support digital implementation of Lego wedo, coding. 	31 st Jan – CD 7	Collegiate time	EH	Digital Schools Audit	
<ul style="list-style-type: none"> To implement effectively implement the updated SHRE lessons to develop knowledge and understanding of our pupils. 	17 th Jan CD 7	Collegiate time.	LS	Action plan (this will impact on future CD/SM sessions) Observed Teaching session 2	

				New lessons	
<p>GIRFEC</p> <ul style="list-style-type: none"> To support learners, as identified through tracking as affected by the poverty-related attainment gap, through focussed interventions in literacy(PEF) – rapid reading, clicker 8, IDL spelling program. To provide teaching support in reading and writing to close the poverty-related attainment gap to pupils identified through tracking. 	<p>Daily Aug 30th – SM 2</p> <p>Daily</p>		<p>PEF teacher, HT</p> <p>PEF teacher, HT</p>	<p>Tracking data, PM Benchmarking, Spelling assessment data, attainment data.</p> <p>Tracking data, PM Benchmarking, Spelling assessment data, attainment data.</p>	
Leadership and Parental and Learner Engagement Opportunities					
<p>Pupil empowerment and leadership – using SEESAW resource. Parent and learner engagement through Reading Schools programme. Pupil engagement in AiFL strategy development (HGIOURS)</p>					
Resource Requirements	Costs <i>Please see PEF funding – detailed breakdown on last page</i>		Professional Learning		
<p>PEF Teacher</p> <p>Improving Our Classrooms</p> <p>Developing frameworks</p>	<p>£10,500</p> <p>£1000 (5 days of supply)</p>		<p>Seesaw session with Karen OPPO</p> <p>Elaine Hepburn to lead CLPL</p> <p>Supply to cover development time</p>		

SEESAW Ipads for SEESAW Rapid Reading Licence £500 Clicker 8 Licences (£1000) IDL Spelling program	£2000? 10X £300 = £3000 and storage cabinet (£500) £500 £1000 £500 Total - £19,000	CLPL from Clicker 8 (staff meeting)
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Improvement Priority	NIF Priority	NIF Drivers		EDC NIF Action Plan	Overall Responsibility
3. Develop our literacy approaches across the school to promote an enjoyment of books and raise attainment.	Improvement in attainment of Literacy	School Improvement, Teacher Professionalism, Assessment of children’s progress, Performance Information		Improvement in attainment, particularly in literacy and numeracy	Martyn Glancy and Fiona Longstaff
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Curriculum Development <ul style="list-style-type: none">To participate in the Reading Schools programme to foster a culture of reading for enjoyment.Audit reading for enjoyment against the Reading School criteria.To develop teacher understanding of reading and metacognition approaches to enhance learning approaches.	Ongoing 18 th October CD-3/ CD-9 CD-11/ September 2021 November 2021 (4xmeetings between Aug and Dec) August 2021	1 x SM Time Collegiate time	FL FL FL, MG and Yasmin Ashby	Questionnaires Reading Schools Criterion Questionnaires Observed Teaching Session 1	

<ul style="list-style-type: none">To create analyse frameworks to support a progressive and coherent programme of education to best meet the needs of learners in reading.To create and analyse frameworks to support a progressive and coherent programme of education to best meet the needs of learners in writing.To refresh Talk for writing implementation across the school.To standardise our approach to reading and writing through the creation of policy.	<div>16th August 2021 – SM 1 and ongoing</div> <div>16th August 2021 – SM 1 and ongoing</div> <div>10th August – INSET Day</div> <div>By April 2021</div>	<div>2 working groups</div>	<div>HT and FL</div> <div>HT and FL</div> <div>FL</div> <div>Led by FL and class teachers.</div>	<div>Professional Dialogue at quality assurance meetings</div> <div>Professional Dialogue at quality assurance meetings</div> <div>Professional Dialogue at quality assurance meetings Observations</div> <div>Professional Dialogue at quality assurance meetings Observations</div>	
Leadership and Parental and Learner Engagement Opportunities					
<div>Pupil empowerment and leadership – using SEESAW resource.</div> <div>Parent and learner engagement through Reading Schools programme.</div> <div>Pupil engagement in AiFL strategy development (HGIOURS)</div>					

Resource Requirements	Costs <i>Please see PEF funding – detailed breakdown on last page</i>	Professional Learning
Reading books	£1000	Reading schools development

Pupil Equity Target	Objectives	Impact for Pupils in Deciles 1-3	Cost	Review – Evaluation
Raise attainment in reading	Using rapid reading, 80% identified pupils will improve their reading age by 6 months.	PM Benchmarking	£500	
	To increase reading for enjoyment across the school and increase reading attainment across the school to 85% on track by purchasing reading books.	Tracking meetings and SNSA data	£1000	
	Come read with me packs to link with parents	Parental questionnaires, attainment data	£200 - Reading book packs (x 40)	
Raise attainment in writing	To develop confidence of identified pupils as writers and increase engagement using Clicker 7.	Tracking meetings and observations	£1000	
Raise attainment in reading and writing	PEF teacher to work with identified groups to provide focus interventions in reading and writing.	PM Benchmarking, tracking meetings, SNSA data	£10,500	
Support the development of HWB	To develop a nurture classroom to increase engagement of pupils identified for nurture resource.	Boxall profile data, professional dialogue, Ferre Laevers/Leuven Scale. Pupil and parent questionnaires.	£2000 (resources for home corner/ resources to support activities)	

	To resource nurture room to ensure that it adheres to nurturing tenants and principles.		£4000 Interactive panel	
	To develop parental engagement using Come count with me packs to increase attainment for 80% of pupils	Maths recovery assessments	£400 - Maths game/ story packs (x 40)	
	To develop Family Learning cooking activities to increase HWB and increase parental engagement for 6 identified pupils in the nurture room.	Ferre Laevers observations, Boxall Profile.	£500	
	To develop Family Learning games activities to increase HWB and increase parental engagement for 6 identified pupils in the nurture room	Ferre Laevers observations, Boxall Profile.	£1000 – Lego wedo	
	To develop our approach to PLAY to increase engagement and motivation in learners from p1-p3	Ferre Laevers observations, attainment information	£1000	
		Boxall profiles	£500	

	To develop our capacity to identify learners and their progress using Boxall Profiling.			
			Total - £22,600	