

# **UPHALL PRIMARY SCHOOL IMPROVEMENT PLAN**

**2018 / 2019**

# Factors Influencing the Improvement Plan

## School Factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

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

Flexible early learning and childcare implementation

## Local Authority Factors

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

Raising attainment, including closing the gap

*Delivering Better Outcomes*

Single Outcome agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental Engagement Framework

Increased entitlement to early years' provision

## 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

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Building the Ambition

Standardised Assessments

Child Protection Issues / Guidance

National Legislation: Children and Young People (Scotland) Act 2014

GTCS standards and professional update

Effective moderation processes (internal and external) to inform the achievement of a CfE level

Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing



## Our School Vision

At Uphall Primary children, staff and parents work actively and in partnership to enable all children to achieve their full potential.

**Together Everyone Achieves More: Uphall Promotes Success  
TEAM U.P.S.**

## Our Values

- **COMMUNITY**
- **HONESTY**
- **RESILIENCE**
- **RESPECT**
- **RESPONSIBILITY**
- **TOLERANCE**

## Our School Aims

- To create a safe and enjoyable learning environment where children and staff can thrive and succeed and each individual's uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant, and enjoyable.
- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.
- To promote a climate of creativity and innovation, resulting in children having a positive and resilient approach to learning and challenge





Uphall Primary School			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 QIs	Proposed Actions	By Whom	By When	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p><b>Raising attainment for all:</b></p> <p><b>1 Our schools culture of self-evaluation for continuous school improvement is well embedded.</b></p> <p><b>Our Curriculum Rationale reflects the totality of the experiences we have on offer at Uphall Primary School.</b></p> <p><b>2 Our learners will experience lessons which are consistent, appropriately paced and matched to their learning needs.</b></p> <p><b>3 Our teachers use a range of assessment approaches for learners to demonstrate their skills, knowledge and understanding, attributes and capabilities across the curriculum which creates a clear picture of pupil progress and attainment.</b></p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. Of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.1 2.3 2.4   2.3 3.2	<p>1.1 Focussed self-evaluation activities linked to HGIOS will be planned within QA programme. Focussed QI for 18-19:</p> <p>1.2 Parents/Pupils will be invited to 4 self-evaluation Conversation café events throughout the year linked to identified QI's. Nursery Stay and Play Cafe</p> <p>1.3 Revisit our 'Curriculum Rationale' – Design Principles. Explore staff knowledge and understanding of Curriculum and how the design principles look at Uphall. Revise and update within rationale. Early Years Nursery Staff to develop Rationale and Aims.</p> <p>1.4 Create display &amp; video visual representation of our school Curriculum Rationale and involve all stakeholders.</p> <p>2.1 <b>In-service 1</b> - Staff to reflect/evaluate progress on implementing 4 Part lesson plan. SLT to provide further training and reinforcement of the key messages: Connect, Activate, Demonstrate and Consolidate. Resource: 'Backwards Teaching'</p> <p>3.1 Teachers continue with Tapestry AIFL TLC – embed strategies into day to day learning and teaching experiences. Particular focus on feedback.</p>	HT  HT  SLT/Staff/Parent s/Pupils  PT  DHT  Tapestry Leaders Teaching Staff	Aug '18   Oct '18   Aug' 18  April' 19	<p><b>1.1-1.4</b> Teacher feedback HGIOS Broad overview. Evidence of teacher/Pupils/Parent contribution to self-evaluation and knowledge of what is going well and next steps</p> <p>Planning and assessment records reflect the design principles - Monitoring/feedback</p> <p>Completed video – values, T&amp;L, Learning experiences, wider experiences,</p> <p><b>2.1&amp;3.1</b> Classroom observations – SLT, Learning Walks, Teaching staff moderation in trios. <b>2.1 Learning and Teaching and assessment.</b></p>
<p><b>Improvement in Literacy for all:</b></p> <p><b>4 Our programmes of work and teaching methodology are progressive in developing skills and knowledge in reading and writing and provide children with appropriate challenge.</b></p> <p><b>5 Our learning environments and resources support learner's engagement in reading.</b></p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	2.3 3.2	<p>4.1 implement new reading and writing planners and tracking documents across the school.</p> <p>4.2 <b>CLPL 1</b> Reflect/evaluate current teaching methodology and resources used to support reading and writing.</p> <p>4.3 <b>CLPL 1</b> Introduce 'Thinking reader' approach to focus on comprehension skills in reading and the range of genre.</p> <p>4.4 <b>CLPL 1</b> Implement and embed North Lanarkshire Active Literacy/Jolly Grammar methodology and progression across school. Implement Colourful Semantics at P1 and SFL.</p>	All teachers  All teachers  PT/Teaching staff	Aug '18  Sept '18	<p><b>4.1-4.4</b> Teacher evaluation. Classroom observation Tracking and assessment data – Improved attainment and accuracy in reading assessment data</p>

<p><b>6 Our learners will experience a progressive programme of French learning and teaching from nursery to P7.</b></p>			<p>5.1 <b>Working group 1</b> Develop activities and resources for use in areas outside classrooms and outside areas within the school to engage learning in literacy.</p> <p><b>6.1 Working Group 3</b> to create programme of work/progression from Early to second level in French.</p> <p>6.2 Pupil leadership team to plan for a French/Spanish week</p>	<p>Class Teachers</p>	<p>Dec '18</p>	<p>5.1 Pupil engagement /reading survey – start of session and end of term 2.</p>
<p><b>Improvement in Numeracy for all:</b></p> <p><b>7 Our learners use a range of resources and tools to support them in maths and numeracy which supports increased attainment .</b></p> <p><b>8 Our learners are able to use a range of strategies to solve maths and numeracy problems.</b></p>	<p><input checked="" type="checkbox"/>School Improvement  <input type="checkbox"/>School Leadership  <input type="checkbox"/>Teacher Professionalism  <input type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Assess. of Children's Progress  <input type="checkbox"/>Performance Information</p>		<p>7.1 Staff training and implementation of Numicon to support numeracy and the SEAL approach. (<b>Date TBC – Term 2</b>)</p> <p>7.2 <b>Working group 2</b> Audit of classroom resources and materials - concrete/pictorial that support learning and teaching. Create lists and pack resources to support learning in every classroom, using the SEAL approach.</p> <p>7.3 Implement new maths planners and tracking documents.</p> <p>7.4 <b>Working group 2</b> Develop activities and resources for use in areas outside classrooms and outside areas within the school to engage learning in numeracy.</p> <p><b>8.1 Working group 2</b> – Problem solving in maths and numeracy - Action enquiry – where are we, what do we need to do and plan for improvement – methodology, focussed strategies for stages and resources</p>	<p>All staff</p> <p>Working Group 2</p> <p>Class teachers</p> <p>Working group</p>	<p>Dec '18</p> <p>Oct '18</p> <p>Mar '19</p>	<p><b>7.1-7.3</b>  Increased attainment and accuracy in maths and numeracy. – Termly attainment data</p> <p>Increased pupil confidence in number – pupil survey Sept and Dec.</p> <p>Plans for improvement, resources, methodology and planning in place. Pupil/class observations – use and confidence in using strategies.</p>
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p><b>9 Our learners are well supported by staffs who understand the wellbeing indicators and nurturing principles to meet their needs.</b></p> <p><b>Learners are more resilient and confident when faced with new or challenging situations.</b></p>	<p><input checked="" type="checkbox"/>School Improvement  <input type="checkbox"/>School Leadership  <input checked="" type="checkbox"/>Teacher Professionalism  <input checked="" type="checkbox"/>Parental Engagement  <input type="checkbox"/>Assess. of Children's Progress  <input type="checkbox"/>Performance Information</p>		<p>9.1 RAG Self Evaluation Wellbeing indicators – <b>CLPL 3</b></p> <p>9.2 Pupil's GIRFEC Health and Well-being self -evaluation</p> <p>9.3 Whole school nurture, resilience and adverse childhood experiences training. Cluster Focus <b>In-service 2</b> - Reading 'When Adults Change Everything Changes'. PLG Implement small Tests of change.</p> <p><b>9.4 In-service 1/Assembly 2</b> Implement emotion works and Cool in School across school. Whole school 2 week topic term 1 to launch.</p> <p>9.5 Embed 'Do Be Mindful' training across the school community, with a focus on the mental wellbeing of our pupils linked with individual nurture principles</p>	<p>All staff</p> <p>All Staff</p> <p>Health working Grp/All staff</p> <p>PT</p>		<p>9.1 -9.4  Self-evaluation data</p> <p>Staff self-evaluation – before and after test of change</p> <p>Classroom observations, pupil, parent evaluations.</p>

<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p><b>10 Our learners experience opportunities to work in teams to lead aspects of learning and take responsibility for aspects of school improvement.</b></p> <p><b>11 Creativity, entrepreneurship, STEM and innovation skills is becoming embedded across learning.</b></p> <p><b>12 Strong links within local community, business, church, sport and Community/Family centres</b></p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>1.2</p> <p>3.2</p> <p>3.3</p>	<p>10.1 Develop and embed leadership teams and introduce little voices in the nursery.</p> <p>10.2 Further develop pupil sports leaders at P6</p> <p>10.3 Further develop prefect and house captain duties and roles.</p> <p>11.1 Develop enterprise skills progression across the school and continue to enhance our community partnerships. Whole school Christmas Enterprise project.</p> <p><b>11.2 Working group 4</b> STEM – action research project  Audit resources and current school topics which are STEM related.  Plan STEM whole school IDL mini topic.  Update whole school context for learning plan to ensure balance of STEM focus Early – Second level  Further develop links within local companies, employers, college and parent partnerships to support learning and teaching.</p> <p>12.1 Build community links into whole school and nursery context/IDL plan</p>	<p>PT/ Pupils</p> <p>PT/CT</p> <p>CT Lead</p> <p>SLT</p>	<p>Feb '19</p> <p>Dec' 19</p>	<p><b>10.1-11.2</b>  Pupil participation and engagement surveys.  Staff evaluation  Parent feedback</p> <p>Audit, Annual IDL planner, feedback from parents and partnerships.</p> <p>Regular Stars /wish feedback</p>
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**Additionality: Pupil Equity Funding Plan:  
Closing the attainment gap between the most and least advantaged children**

**PART 1: Contextual Data Analysis & Rationale**

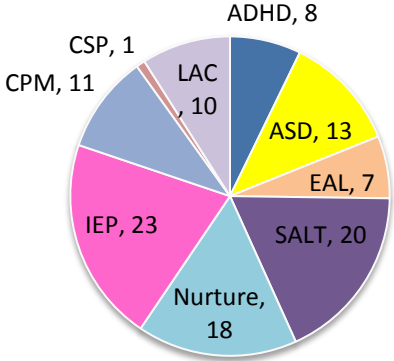
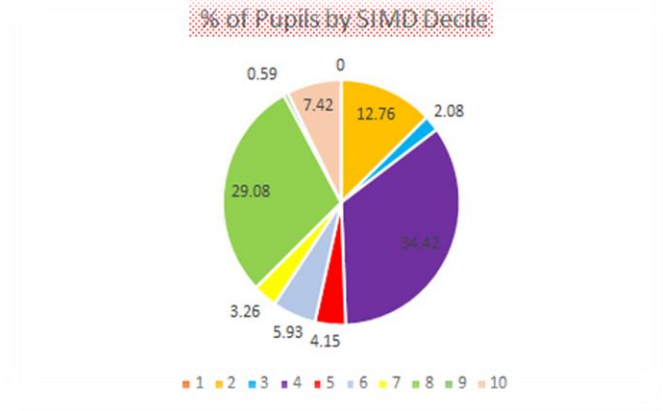
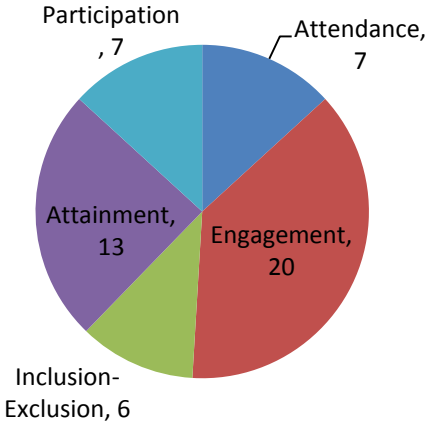
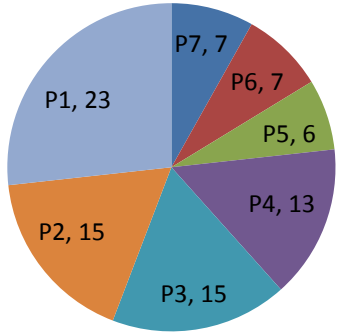
**a) Background**

Uphall Primary School is a non-denominational school set within the village of Uphall. It serves the residents of Uphall and Ecclesmachan. The school roll is 335 in the primary which is split into 13 classes. The nursery has 50 places in the morning and 30 places in the afternoon. There is teaching staff of 20 including a newly appointed Head Teacher in August 2017, a newly appointed Depute Head Teacher in May 2018 and two Principal Teachers (one PT temporary, February – June 2018). There is one probationer teacher. Reduced class contact time (RCCT) is delivered through Music, RME and French. The school is supported by a team of eight PSWs, one Administrative Assistant and one Clerical Assistant. We have a nurture group to support pupils from P1 – P3 as well as breakfast, lunch and break time nurture groups to support pupils with additional support needs. We also run a very popular and well attended breakfast club.

b) **Data:** Throughout last session termly tracking meetings helped us to support teachers in making more accurate judgements and identify gaps in learning and to identify possible interventions. Although there is a drop in attainment in P1 this session we believe that this is due to teachers making more accurate and robust judgements of pupil progress this session rather than an actual drop.

Stage	UPS Reading (2018)	UPS Reading (2017)	Writing (2018)	Writing (2017)	L & T (2018)	L & T (2017)	Numeracy (2018)	WL average (2016)
P1	81%	93%	88%	92%	88%	92%	93%	83%
P4	87%	82%	81%	78%	85%	82%	87%	67%
P7	85%	88%	88%	80%	95%	73%	85%	56%

c) What is our 'gap' and who are our target groups and their barriers to learning?

Number of ASN pupils across the school	% pupils by SIMD																																										
 <p>A pie chart showing the distribution of ASN pupils across the school. The categories and their counts are: IEP (23), Nurture (18), SALT (20), EAL (7), ASD (13), ADHD (8), LAC (10), CPM (11), and CSP (1).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>IEP</td> <td>23</td> </tr> <tr> <td>Nurture</td> <td>18</td> </tr> <tr> <td>SALT</td> <td>20</td> </tr> <tr> <td>EAL</td> <td>7</td> </tr> <tr> <td>ASD</td> <td>13</td> </tr> <tr> <td>ADHD</td> <td>8</td> </tr> <tr> <td>LAC</td> <td>10</td> </tr> <tr> <td>CPM</td> <td>11</td> </tr> <tr> <td>CSP</td> <td>1</td> </tr> </tbody> </table>	Category	Count	IEP	23	Nurture	18	SALT	20	EAL	7	ASD	13	ADHD	8	LAC	10	CPM	11	CSP	1	 <p>A pie chart titled '% of Pupils by SIMD Decile' showing the percentage of pupils in each of the 10 SIMD deciles. The percentages are: Decile 1 (0.59%), Decile 2 (7.42%), Decile 3 (12.76%), Decile 4 (2.08%), Decile 5 (34.42%), Decile 6 (3.26%), Decile 7 (5.93%), Decile 8 (4.15%), Decile 9 (0%), and Decile 10 (0%).</p> <table border="1"> <thead> <tr> <th>Decile</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0.59</td> </tr> <tr> <td>2</td> <td>7.42</td> </tr> <tr> <td>3</td> <td>12.76</td> </tr> <tr> <td>4</td> <td>2.08</td> </tr> <tr> <td>5</td> <td>34.42</td> </tr> <tr> <td>6</td> <td>3.26</td> </tr> <tr> <td>7</td> <td>5.93</td> </tr> <tr> <td>8</td> <td>4.15</td> </tr> <tr> <td>9</td> <td>0</td> </tr> <tr> <td>10</td> <td>0</td> </tr> </tbody> </table>	Decile	Percentage	1	0.59	2	7.42	3	12.76	4	2.08	5	34.42	6	3.26	7	5.93	8	4.15	9	0	10	0
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<p data-bbox="436 646 761 678"><b>% of identified barriers</b></p>  <p>A pie chart showing the percentage of identified barriers. The categories and their counts are: Engagement (20), Attainment (13), Inclusion-Exclusion (6), Participation (7), and Attendance (7).</p> <table border="1"> <thead> <tr> <th>Barrier</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Engagement</td> <td>20</td> </tr> <tr> <td>Attainment</td> <td>13</td> </tr> <tr> <td>Inclusion-Exclusion</td> <td>6</td> </tr> <tr> <td>Participation</td> <td>7</td> </tr> <tr> <td>Attendance</td> <td>7</td> </tr> </tbody> </table>	Barrier	Count	Engagement	20	Attainment	13	Inclusion-Exclusion	6	Participation	7	Attendance	7	<p data-bbox="1377 646 1892 678"><b>% pupils receiving a PEF intervention</b></p>  <p>A pie chart showing the percentage of pupils receiving a PEF intervention. The categories and their counts are: P1 (23), P2 (15), P3 (15), P4 (13), P5 (6), P6 (7), and P7 (7).</p> <table border="1"> <thead> <tr> <th>PEF Intervention</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>23</td> </tr> <tr> <td>P2</td> <td>15</td> </tr> <tr> <td>P3</td> <td>15</td> </tr> <tr> <td>P4</td> <td>13</td> </tr> <tr> <td>P5</td> <td>6</td> </tr> <tr> <td>P6</td> <td>7</td> </tr> <tr> <td>P7</td> <td>7</td> </tr> </tbody> </table>	PEF Intervention	Count	P1	23	P2	15	P3	15	P4	13	P5	6	P6	7	P7	7														
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Our data would indicate that the target pupils are mainly in the Early Years and First level. The focus for intervention is around attainment and engagement. When we analysis in more depth, using a variety of assessment and observation, we find that there are gaps in early vocabulary which is impacting on attainment levels in literacy and across learning. There are also gaps with pupils in 1<sup>st</sup> level and 2<sup>nd</sup> level listening. Many of our identified PEF children have ASN and or struggle with confidence, self-esteem and independent learning skills. Several of these children struggle with social skills and emotional resilience which is reflected in many of their home situations.

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

**PART 2: Actions & Outcomes**

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning &amp; Teaching, Leadership, and Families &amp; Communities. Also consider activities within and beyond the classroom)</i>	Stage/ Year Grp	What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i>
Literacy	<p><b><u>Learning and Teaching</u></b></p> <ul style="list-style-type: none"> <li>Speech and language therapist to work with identified pupils, SFL staff and teaching staff within nursery and P1-2 to deliver Box Clever and Black Sheep Narrative. PSW and SFL teacher to further support identified pupils.</li> </ul>	P1-2	<p><b><u>Barriers to learning - Participation/Engagement/Attainment</u></b></p> <ul style="list-style-type: none"> <li>Opportunities to expand language in a natural play environment with small groups of children.</li> <li>Staff have guidance on specific areas of language to focus on during the play sessions</li> <li>Increased confidence and ability to use language expressively in a relaxed manner.</li> </ul>	<ul style="list-style-type: none"> <li><i>Renfrew Wording Finding Assessment – measuring improvements in vocabulary after block of 8 weeks. Recorded on an improvement run chart.</i></li> <li><i>Observation notes</i></li> <li><i>Bus Story</i></li> </ul> <p><i>(Assessment used pre and post intervention)</i></p>
	<ul style="list-style-type: none"> <li>Speech and Language therapist to work alongside P2/3 class teachers to deliver 'teaching children how to listen'</li> </ul>	P3-4	<ul style="list-style-type: none"> <li>P2/3 pupils will improve attention and listening skills and will be able incorporate this into everyday routines</li> </ul>	<ul style="list-style-type: none"> <li>Observations and feedback suggest marked improvements in attention and listening skills</li> </ul>
	<p><b><u>Co-ordinated by Principal Teacher</u></b></p> <ul style="list-style-type: none"> <li>Further embed '5 minute Literacy' boxes with identified groups of children in P1-3.</li> </ul>	P1-3	<ul style="list-style-type: none"> <li>Improved pupil phonological skills, knowledge and application at early stages.</li> </ul>	<ul style="list-style-type: none"> <li>5 minute boxes Initial baseline assessment with follow up termly assessment. Recorded on improvement run chart.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop 'Word Boost' bags to further enhance Word Boost programme for identified pupils within Enhanced Group and across school.</li> </ul>	P1-7 <i>Targeted</i>	<ul style="list-style-type: none"> <li>Improved pupil engagement, confidence and interest in reading in school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>Word Boost Bags/Waggy Dogs - Reading engagement Scale survey: staff, pupils and parents. Pre and Post. Block of 6 weeks.</li> </ul>
	<ul style="list-style-type: none"> <li>Further embed work with 'Waggy Dog' therapy dogs to support pupils with reading confidence and skills.</li> </ul>	P1-7 <i>Targeted</i>		

	<ul style="list-style-type: none"> <li><b><u>Leadership</u></b></li> <li>Pupils to be involved in Reading Ambassadors leadership team with Teacher Reading co-ordinator – further develop area libraries, organise promotional events for the whole school, Promote read of the week, audit resources, visits to Waterstones to select new books.</li> <li><b><u>Families/Learning and Teaching</u></b></li> <li>Further develop Enhanced Learning Groups for pupils who are more than 3 years/1 full level behind in literacy – Small groups of 6 pupils focussing on vocabulary, phonic work, narrative and reading confidence. Highly differentiated and supported by a class teacher and PSW. 3 mornings</li> <li>Families will be invited to support sessions every month to share pupil learning experiences and support them in helping their child at home.</li> </ul>	<p>P1-7</p> <p>Identified pupils P3-7</p>	<ul style="list-style-type: none"> <li>Improved pupil confidence, engagement and interest in reading. Pupils will have a sense of ownership and pride in learning.</li> <li>Pupils will show increased confidence and skills with application of early and first level literacy and numeracy. Small steps showing progress in learning</li> <li>Families feel confident in supporting their child's learning needs and engage with school more regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil/Teacher reading engagement survey each term.</li> <li>Leuven Scale – Participation/Engagement scale Pupils/Staff</li> <li>BPVS</li> <li>BIOS</li> <li>SEAL</li> <li>Renfrew wording finding scale</li> <li>Parent feedback</li> <li>Observations/recorded Teacher notes</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li><b><u>Learning and Teaching SFL Team</u></b></li> <li>Numicon training for all teachers which will support pupil's knowledge and understanding of number. Teachers to introduce to pupils.</li> <li>Focussed support groups P4-7 for identified pupils</li> <li>Further embed '5 minute Numeracy' boxes with identified groups of children in P1-3.</li> </ul>	<p>All Stages</p> <p>P4-7</p> <p>P1-3</p>	<ul style="list-style-type: none"> <li><b><u>Barriers to learning - Participation/Engagement/Attainment</u></b></li> <li>Pupils have an increased knowledge of number bonds and can use concrete materials successfully to support them in their learning.</li> <li>Improved number bonds, place value and understanding of multiplication and division concepts to allow them to competently apply in their learning.</li> <li>Improved early number bonds, understanding and confidence in using early mathematical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>SEAL assessments</li> <li>Teacher observations</li> <li>Attainment Data</li> <li>Evidence in pupil profile and assessments -Transfer/application of skills into day to day number work</li> <li>Numeracy pupil confidence survey</li> </ul>

	<p><b><u>Families/Leadership</u></b> <b><u>DHT to lead</u></b></p> <ul style="list-style-type: none"> <li>Parent learning showcase afternoon – Pupils/Teachers share learning in numeracy and maths – share SEAL and Number Talks methodology and use of Concrete, Pictorial and Abstract methods to support learning. ( Bedtime maths to be shared)</li> </ul>	<p>Nursery –P7</p>	<ul style="list-style-type: none"> <li>Parents feel more confident, knowledgeable and better equipped to support their child’s learning in numeracy in maths at home.</li> <li>Pupils feel confident approaching parents to support them with maths</li> </ul>	<ul style="list-style-type: none"> <li>Parent feedback</li> <li>Pupil feedback/Teacher observation on confidence and application of skills.</li> </ul>
<p>Health and Wellbeing</p>	<p><b><u>Learning and Teaching/Families and Communities</u></b></p> <p><b><u>Principal Teacher/SFL Teacher – Co-ordinate</u></b></p> <ul style="list-style-type: none"> <li>Nurture Groups - identified P1-3 pupils focusing on understanding emotions, social skills and family learning.</li> <li>Do Be Mindful Programme – Staff, parents and pupils to take part in programme</li> <li>Emotion Works groups – Small groups</li> <li>Give Us A Break (GUAB) – Small groups</li> </ul> <p><b><u>Learning and Teaching</u></b></p> <ul style="list-style-type: none"> <li>Whole school two week Health and wellbeing focus on mental Health and Wellbeing – introduce ‘emotion Works’ and Cool in School’ resources.</li> <li>Further develop Pupil Passports with Pupils with ASN and make available for every member of staff to see. <b>DHT to co-ordinate with PSW/CT</b></li> </ul>	<p>P1-3</p> <p>Whole school</p> <p>P4-7</p> <p>Whole School</p> <p>Identified Pupils</p>	<p><b><u>Barriers to Learning – engagement, participation, attendance.</u></b></p> <ul style="list-style-type: none"> <li>Pupils have increased confidence to express and understand their emotions and anxieties and that of others. Pupils will further develop their social interaction skills which positively impacts on relationships across the school and at home.</li> <li>Pupils, staff and parents will be able to manage stress and emotions to help them enjoy better relationships and enjoy improved wellbeing.</li> <li>Pupils to have a better understanding of their emotions, and that of others, and are able to manage their behaviour appropriately showing increased resilience.</li> <li>Pupils will be able to cope with significant changes in their lives, using strategies developed through group work</li> <li>Universally support all pupils to become confident, happy and resilient individuals at school and out with Improved attainment</li> <li>Pupils feel understood listened to and their needs are supported by all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Strengths and difficulties questionnaire - termly</li> <li>Boxhall Profile – pre and end block</li> <li>Leaven Scale – pupils/staff – weekly check in for pupils</li> </ul> <p><i>Run charts to show improvement and to identify any trends to inform future improvement/support</i></p> <ul style="list-style-type: none"> <li>Emotional Check-in – weekly</li> <li>Pupil, teacher and parent observation</li> <li>Teacher evaluations/observations</li> <li>Tracking and monitoring GIRFEC indicators.</li> <li>Termly one to one Pupil/PSW review.</li> <li>Parent feedback and updated termly</li> <li>SLT observations</li> </ul>

	<p><b>Principal Teacher- co-ordinate</b></p> <ul style="list-style-type: none"> <li>Embed nurture Breakfast /Lunchtime/Playtimes groups - 'Breakfast Group' 'Lunch Bunch', 'Garden Gang' to support identified pupils struggling in busy situations, ASN, ASD, attendance or social and emotional challenges.</li> <li>Develop 'Bear policy' with pupils, staff and parents which will help to support pupils' emotional needs.</li> <li>'Respect Me' staff training and launch across school.</li> </ul>	<p><i>Pupil focus grp</i></p>	<ul style="list-style-type: none"> <li>Pupils will be able to transition into school confidently, with reduced incidences of late coming</li> <li>Pupils will have increased confidence and ability to share their worries within school knowing that they are being heard, cared for and loved</li> <li>All pupils, in particular our vulnerable pupils, will be knowledgeable when using technology and able to stay safe</li> </ul>	<ul style="list-style-type: none"> <li>Leuven Scale – Participation/Engagement scale Pupils/Staff</li> <li>Parent feedback forms</li> <li>Observation</li> <li>Attendance data – reviewed termly</li> <li>Pupils feedback</li> <li>SLT, Staff and parent consultation</li> <li>Pupil feedback and assessment</li> <li>Observation by parents/carers and teachers</li> </ul>
<p><b>Across Learning</b></p>	<ul style="list-style-type: none"> <li>Continue to develop our two 'Enhanced Support groups' to support pupils in learning important life skills, confidence to learn and provide wider experiences.</li> </ul> <p><b>Principal Teacher- co-ordinate</b></p> <ul style="list-style-type: none"> <li>Support pupils learning by providing them with wider learning experiences out with the curriculum CfE. e.g. community clubs, trips, taster sessions and events</li> <li>Further improve Pupils Voice and Leadership – all pupils to be involved in Leadership Groups. Increased pupil involvement in evaluating their learning experiences/engagement/participation.</li> </ul>	<p><i>P3-7</i></p> <p><i>Whole school</i></p> <p><i>Whole school</i></p>	<ul style="list-style-type: none"> <li>Pupils will show increased confidence and skills with application of early and first level across the curriculum. Small steps showing progress in learning</li> <li>Identified pupils will have increased opportunities to engage with and experience different activities impacting positively on learning supporting them to develop within the four CfE capacities</li> <li>Increased pupil involvement and sense ownership and belonging. Pupils to feel valued and voice is listened to and heard.</li> </ul>	<ul style="list-style-type: none"> <li>Leuven Scale – Participation/Engagement scale Pupils/Staff</li> <li>BPVS</li> <li>BIOS</li> <li>SEAL</li> <li>Renfrew wording finding scale</li> <li>Parent feedback</li> <li>Observations/recorded Teacher notes</li> <li>Evidenced within Pupil Profiles</li> <li>Pupil evaluations</li> <li>Pupil enjoyment scales start and end</li> </ul>
<p><b>Cluster Professional Learning</b> (bespoke)</p>	<p><i>Focus on Health and Wellbeing: Wellbeing. Small Tests of Change within PLG linked to text 'When Adults Change Everything Changes' All staff to have opportunity to see screening of 'Resilience' Further develop knowledge and understanding of Adverse Childhood Experiences See Cluster Improvement Plan</i></p>			