



**WILLIAMSTON SCHOOL
SCHOOL IMPROVEMENT PLAN
2020 / 2021**

Be the Best You Can Be

WILLIAMSTON PRIMARY SCHOOL VALUES

RESPECT *for yourself, others and the environment*
RESPONSIBILITY *for all of your actions*
KINDNESS ALWAYS

Williamston Primary School - School Improvement Planning for Ensuring Excellence and Equity

| School priorities | Proposed actions | Timescale | Measures of Success |
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| <p>Improvement in all children and young people's wellbeing:</p> <p>All learners are able to self-report on their wellbeing to provide a baseline for planning supports, interventions and measuring impact.</p> <p>All learners experience a nurturing environment and positive supportive relationships that support learning. Consistent approaches to supporting positive relationships will ensure a shared understanding of expectations set within a context of wellbeing, rights and responsible actions.</p> <p>All learners experience robust and consistent whole school approaches to support their health and wellbeing responsive to their needs</p> | <ul style="list-style-type: none"> Analysis undertaken with all stakeholders to identify required interventions / partnerships required. Wellbeing indicators are used as a baseline in order to plan interventions, next steps and impact. Training provided where required. All stakeholders have a voice and input towards informing the phased curriculum rationale to meet the needs of all at Williamston Primary School. | <p>Oct 2020</p> <p>Dec 2020</p> | <p>Through focus groups, 90% of learners and staff have consistent understanding and experience of the Positive relationship policy and an understanding of wellbeing indicators.</p> <p>Through learner conversations and tracking of wellbeing indicators, 90% of learners report that they feel more supported in their health and wellbeing.</p> <p>School programmes and systems are developed to support HWB needs of the wellbeing indicators at whole school, class and individual levels. 90% of stakeholders report that they feel the HWB curriculum is impacting positively on learner needs.</p> |
| <p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>All pupils will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning.</p> <p>Improved pedagogy consistently across the school.</p> <p>Increase staff confidence in the process of moderation and achievement of a level ensuring consistency of professional judgement across the Cluster.</p> | <p><u>Learning Teaching and Assessment</u></p> <ul style="list-style-type: none"> A focus on revisiting key aspects of training with a focus on excellent teaching & learning for consistent approaches at all levels Individual PRD targets are focussed on pedagogical practice Moderation planned based on priorities identified from the Cluster data analysis with numeracy as the key focus <p><u>Numeracy</u></p> <ul style="list-style-type: none"> Identify Numeracy lead within school to develop maths action plan and programme of support for class teachers and PSW at cluster level. Cluster development work and moderation around numeracy. <p><u>Literacy</u></p> <ul style="list-style-type: none"> Implement Literacy Action Plan with a focus on reading and writing Further training on interventions specific to our children – dyslexia strategies and assessment techniques <p><u>PEF</u></p> <ul style="list-style-type: none"> There are clearer defined roles and responsibilities within PEF allocation and planning. Consistent approaches to upskilling Pupil Support Workers to meet the needs and raise attainment of our most disadvantaged children through delivery of a bespoke training Implement PEF Numeracy, Literacy and Health and Wellbeing Action Plans, focussing on use of planned interventions and approaches with identified groups Ongoing data analysis of tracking and monitoring /assessment information to inform practice and interventions. | <p>Dec 2020</p> <p>March 2021</p> <p>June 2021</p> <p>June 2021</p> | <p>Through learning conversations, thematic review, and pupil questionnaires 90% of learners can engage in dialogue about the learning process and can talk about their learning, progress, skills and next steps.</p> <p>At least 90% of observed lessons are good or above across all subject areas. At least 80% of stakeholders reporting agree or above in stakeholder survey learning and teaching questions.</p> <p>Through professional dialogue, peer observation and raising attainment meetings all staff will have a greater understanding of the impact they have on their learners.</p> <p><u>PEF</u> Through monitoring, 90% of all pupils involved in interventions show improved attainment in literacy and numeracy and report that they feel supported in their learning.</p> <p>Through PRD discussion, all PSW staff have increased confidence in supporting learners in literacy, numeracy and health and wellbeing.</p> |
| <p>Closing the attainment gap between the most and least advantaged children:</p> <p>Through targeted interventions 90% of all learners are achieving First Level in Literacy and Numeracy by the end of P4 and second level by the end of P7</p> <p>Through targeted interventions almost all learners are supported through a range of tailored HWB interventions based on meeting individual learner needs.</p> | <p><u>PEF</u></p> <ul style="list-style-type: none"> There are clearer defined roles and responsibilities within PEF allocation and planning. Consistent approaches to upskilling Pupil Support Workers to meet the needs and raise attainment of our most disadvantaged children through delivery of a bespoke training Implement PEF Numeracy, Literacy and Health and Wellbeing Action Plans, focussing on use of planned interventions and approaches with identified groups Ongoing data analysis of tracking and monitoring /assessment information to inform practice and interventions. | <p>June 2021</p> <p>June 2021</p> | <p><u>PEF</u> Through monitoring, 90% of all pupils involved in interventions show improved attainment in literacy and numeracy and report that they feel supported in their learning.</p> <p>Through PRD discussion, all PSW staff have increased confidence in supporting learners in literacy, numeracy and health and wellbeing.</p> |

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| <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All learners will benefit from a rich curriculum that offers varied opportunities to develop skills for learning, life and work. Their full entitlements will be met.</p> <p>To develop an effective approach to implementing Career Education Standards across the curriculum.</p> | <ul style="list-style-type: none"> • Education Scotland resources shared and discussed as a focus for leading change and planning effectively and consistently for IDL across the 4 contexts of learning and 4 capacities. • Digital literacy - All learners have opportunities to access technology as an integral part of their learning on a day to day basis. Audit of current practices for consistency using Digital Schools Award framework. • All learners have meaningful and planned opportunities for outdoor learning across curricular areas. • All stakeholders have a voice in reviewing the phased curriculum rationale with a focus on progressive skills development, creativity, learning for sustainability and STEAM. <p>From SIP 19/20</p> <ul style="list-style-type: none"> - Implement DYW action plan including... - Each cluster school to carry out an audit of needs for digital skills, identify development of digital skills - DYW Lead learner to be identified. - Identify training needs from audit and deliver CLPL in each school. <p>All P7 learners using the online profile tool DYW to aid transition.</p> | <p>Oct 2020</p> <p>June 2021</p> <p>June 2021</p> <p>Dec 2020</p> <p>June 2021</p> | <p>Monitoring of Teacher planning with a focus on the 4 contexts of learning/4 capacities.</p> <p>Whole school surveys and stakeholder focus groups.</p> <p>Through focus groups, quality improvement activities and sampling, there will be evidence of an increase in digital technology being used more consistently across the curriculum to support and enhance learning for all.</p> |
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