



Wormit Primary School and Nursery Class School Improvement Plan 2021-22

Drafted in June 2021, published in September 2021.

Respect, Friendship, Equality, Excellence, Courage, Determination, Inspiration

Context

This document should be read alongside the Standards and Quality Report. Session 2020-21 has been a complex year for the school. A new headteacher was appointed in August 2021. This represented a change for the school as we now have a joint headteacher whereas the school had been used to a non-teaching head. During the session, we have all recognised the need to continue to improve our work alongside the need to provide the best experiences we could for our learners in the context of Covid-19 restrictions and a second period of remote learning.

Our work in session 2020/21 has led to the establishment of 3 Improvement Priorities for this coming year:

- Raising Attainment for an identified group of learners (P2-7)
- Continuing to develop Progressive Pathways
- Learning, Teaching and Assessment

These are very broad priorities as this point and will likely narrow down as 2021-22 progresses. The development of progressive pathways is a two year improvement area. Moving into session 2021-22, we are excited to have considerable additionality within our teaching staff team. This has been possible due to the deployment of a probationer, the saving due to the joint headship and to our use of the Education Recovery Fund given to our school. This increased resource will be used to help address the areas identified in this document. We also have additionality in our PSA team which has been funded by the saving in the joint headship and from the Pupil Equity Fund. This will be used to support raising attainment but also to ensure we meet the Health and Wellbeing needs of our pupils particularly in light of the effect the pandemic has had on young people. Our Support Staff team are all attending Nurture training by the pedagogy team in August to support this. We will be engaging with our cluster schools over a project to support a target group of learners with body image.

Our Nursery has experienced a significant change within the staff team and there is further change in August 2021. We are also having a refurbishment. The priority for the team in August is to set up the nursery within the refurbished space and to re-establish the planning and observation routines which were in place pre-Covid. 2021-22 will therefore be a further year of recovery for the nursery and we have not planned improvement areas. We are confident that we will return to our previous very good levels of provision in 2021-22. We will be prioritising work to ensure shared understanding and consistency of approach within responsive planning, recording of observations and maintenance of PLJs and a shared vision for our nursery. We will also be prioritising transition work as we recognise an impact of Covid Restrictions on our new cohort (August 2021) and an impact of 1140 hours both on our transition of pupils into Nursery and from Nursery into P1. In addition, Sandra Spalding will take the lead on a project to enhance snack provision and learning about food in line with up-to-date advice. Links to HGIOELC: 1.2 Leadership of Learning, 1.3 Leadership of Change, 2.3 Learning Teaching and Assessment, 2.6 Transitions, 3.2 Securing Children's Progress.

All teaching areas are having new windows installed through the summer break and some areas are being refurbished. This work will mean that the priority in August has to be upon classroom set up and preparation for the new year which is why the timescales in the plans below indicate that work will start later in the year or are not yet clear and why some expected outcomes are to be confirmed. This will be a live document in 2021/22.

Action Plan 1: Raising Attainment for an identified group of learners (P2-7)

This Action Plan is also our Pupil Equity Fund Plan.

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Resources	How we will gather evidence of our success/what evidence will we gather?	Responsible People All teaching staff – Jamie Rose and Sarah Purves will likely take a lead
<p>We have identified target groups of learners whose progress is not meeting the national expectations. We are going to work as a team to identify and address barriers to progress. This will involve making greater use of data to measure success and inform next steps. We will consider any poverty related attainment gap as part of this work.</p>	<p>We will look at the data associated with those not on track, to plan measureable interventions. We will review and share good practice around our use of the data gathered from eLips, Base and SNSA and consider its use to inform target setting</p>	<p>Targets will be set for individual pupils and groups with reference to prior attainment data and identifying a measurable next step.</p> <p>Achieving these targets will impact positively on CFE declarations as a whole, over time.</p>	<p>Ongoing through the year – specific timescales to be decided.</p> <p>We have additional teacher allocation from Education recovery Fund, saving within the joint headship and deployment of a probationer. We have used PEF funding for additional PSA hours to support this work.</p>	<p>We will gather data regarding individual pupil's progress against measurable targets.</p> <p>We will gather views of parents/carers and pupils thorough individual conversations as well as monitoring exercises (surveys/focus groups/sampling exercises)</p>	<p>Links to HGIOS4: 3.2 Raising Attainment and Achievement/ Securing Children's Progress</p>
					<p>NIF Priority: Improvement in Attainment, particularly in numeracy and literacy</p>
					<p>NIF Driver: Performance Information</p>

Action Plan 2: Developing Progressive Pathways

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Res ources	How we will gather evidence of our success/what evidence will we gather?	Responsible People
<p>We recognise the need to ensure our learners build on prior learning and have a cohesive experience of the curriculum as they move through the school. We have implemented and evaluated pathways developed pre-Covid this session.</p> <p>Teaching staff report that the progressive pathways in place in these areas meet the needs of the school well:</p> <ul style="list-style-type: none"> - Science - Numeracy - PE - Health and Wellbeing <p>Within Literacy, there is a need to ensure the pathways are specific enough and link to Fife's pyramids.</p> <p>The RME pathway is noted to be out of date and not to reflect the community.</p> <p>The Social Subjects pathway is meeting the needs of the school in terms of content but needs to be better linked to the Es and Os (text as well as codes) to support planning and it needs some development for composite classes.</p> <p>We are going to use Fife's new Expressive Arts pyramids next session and we are going to engage with the PICT to support development in digital literacy.</p>	<p>More work needs to be done as a team to decide the starting point with these areas and the actions to be taken.</p>	<p>Shared methods of planning and recording will ensure a cohesive experience for children as they move through the school.</p> <p>This work is expected to cover at least two school years.</p>	<p>Decisions will be made during terms 1 and 2 about how to progress with these areas and whether to work as a whole team or in smaller groups and to develop a shared understanding of outcomes which are focussed on outcomes for children and which is data led.</p>	<p>TBC – Professional dialogue will be important but there is also scope to hear pupil and parental voice and to work in partnership with the community</p>	<p>Responsible People</p> <p>Teaching Team</p> <hr/> <p>Links to HGIOS4: 2.2 Curriculum</p> <hr/> <p>NIF Priority: . Improvement in Attainment, particularly in numeracy and literacy</p> <hr/> <p>NIF Driver: School Improvement</p>

Action Plan 3: Learning Teaching and Assessment

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Resources	How we will gather evidence of our success/what evidence will we gather?	Responsible People Teaching Staff Team
<p>Just as we recognise the need for consistent approaches to the curriculum, so we recognise the need for consistent approaches to learning, teaching and assessment to allow us to effectively measure progress as our learners move through the school and so that they experience a consistent quality of learning and teaching which allows them to develop and progress reflective skills as learners.</p> <p>The context of Covid-19 has not given us the time we would have liked to discuss this as a team this year and so decisions are still to be made about how to take this area forward. This action plan will be updated once we have had those conversations.</p>	<p>Teaching staff will engage with the Moderation exercises to discuss and share good practice in Learning, Teaching and Assessment.</p> <p>Claire MacLean (QAMSO) will feedback to staff on the examples of quality assessment she has observed on Webinars and we will consider how to progress this as a team.</p> <p>P1-3 staff will continue to engage with approaches to move learning outside, developing the use of play and loose parts – sharing with upper school teachers as appropriate.</p> <p>Claire MacLean will share the work she has been doing in motivating children to write.</p>	<p>There will be a demonstrable shared approach to teaching, learning and assessment in key areas.</p>	<p>Decisions will be made during terms 1 and 2 about how to progress with these areas and whether to work as a whole team or in smaller groups and to develop a shared understanding of outcomes which are focussed on outcomes for children and which is data led.</p>	<p>TBC - Professional Dialogue will be a key method scope to hear pupil and parental voice.</p>	<p>Links to HGIOS4: 2.3 Learning, Teaching and Assessment</p> <p>NIF Priority: . Improvement in attainment, particularly in literacy and</p> <p>NIF Driver: Assessment of children's progress</p>