

Westpark Action Plan - How Good is Our School?

- Staff in the school and nursery need to develop further their approaches to gathering information from observations or assessments of children's progress. They need to use this information more effectively so that children can build on what they can already do.
- All staff, including senior leaders, should deliver consistently high quality learning and teaching which provides children with increased pace and challenge. They need to ensure lessons have a clear focus on children making greater progress.
- Senior leaders and teachers need to ensure that regular checks of children's progress lead to improvements in their attainment.

2.3 Learning, teaching and assessment - Weak

Areas for Improvement	Actions Required	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	RAG
Staff should continue to engage in professional learning, further exploring the role of the adult in supporting learning through play .	<ul style="list-style-type: none"> • Early Level partnership working to be established with DHT Kingswells, PT Bramble Brae and DHT Quarryhill. <ul style="list-style-type: none"> - Share/discuss relevant reading materials. - Peer support to improve role of the adult/interactions, spaces and experiences. 	Staff will be able to support and extend children's learning through play.	March '24	<p>Group established.</p> <p>March - Settings have been visited by DHT, Kingswells.</p> <p>Dates set for improvement planning support sessions – April.</p>	
Teachers need to support children better to take greater responsibility for leading their own learning. This should include developing children's understanding of what they are learning and why.	<ul style="list-style-type: none"> • SLT/CTs to develop and review approaches to planning to ensure learners are leading their own learning. • Further develop use of 'Big Questions' for IDL contexts. • Further develop choice and autonomy across the school. (Assignments, projects, group work, goal setting, determine own path.) 	Children are supported more effectively to develop an understanding of their next steps in learning.	Ongoing	Feb/April – Collegiate discussion regarding the refreshed approach to IDL/knowledge harvest conducted to inform Big Questions/planning.	
Most lessons are not planned at the right level of difficulty to provide all children with appropriate levels of pace and challenge . Children's work is often pitched at too	<ul style="list-style-type: none"> • SLT/CTs to develop and review their approaches to planning to ensure they plan children's learning progressively through the CfE levels. 	Teachers will plan more clearly for different groups of children within each class to ensure all children make greater progress in their learning.	Ongoing	Feb – agreed approaches for use of progressive planners for Literacy, Numeracy, HWB & IDL.	

<p>low a level or repeats what they have already learned. Teachers need to develop how they plan learning which builds progressively on what children can already do.</p>	<ul style="list-style-type: none"> • April/May – review use of progressive planners, ensuring appropriate pace, challenge and support is evident. 				
<p>Senior leaders should consider how Westpark Workshops build on children’s prior learning.</p>	<ul style="list-style-type: none"> • SLT to quality assure monthly workshop activities ensuring they contribute to individual skills development and wider life of the school. • SLT/CT to create guidance material to support planning for Westpark Workshops. • Alter plans to ensure Westpark Workshops build on prior learning and link to skills development. • Staff to ensure Westpark Workshops are appropriately challenging. 	<p>Workshop activities will build on learners prior learning and will have a clear learning focus.</p>	<p>June '24</p>		
<p>Teachers should continue to develop how they use outdoor spaces.</p>	<ul style="list-style-type: none"> • Outdoor learning lead to be established. • Working group to create an action plan to support improvement planning. • ‘Certificate in Outdoor Practice’ online taster session (19.4.24 – www.outdoorstinking.co.uk) • SLT to monitor use of outdoor environment linked to IDL. 	<p>Planning will support children to learn in a wide range of contexts.</p>	<p>Aug '24</p>		
<p>Teachers need to improve the clarity of learning intentions and success criteria so that children are much clearer on what they are learning and why, and how they will know how successful they have been.</p>	<ul style="list-style-type: none"> • ‘Quality LI/SC’ CLPL sessions to be undertaken by all CTs. LI & SC PP.pptx • SLT to quality assure through learning walks/classroom observations. • Pupil focus group to be used to evaluate progress. 	<p>Children will be clear about the knowledge and skills they are developing or how they will know they have been successful.</p>	<p>May '24</p>		

Teachers need to develop the use of more skilled questioning techniques.	<ul style="list-style-type: none"> • 'Effective Questioning' CLPL sessions to be undertaken by all CTs/PSAs. Higher Order Questioning & Thinking.pptx • SLT to quality assure through learning walks/classroom observations. 	More skilled questioning techniques will promote children's curiosity and help children to reflect more on their learning.	June '24		
Teachers need to develop consistently high-quality verbal and written feedback across the school to help children know what they have done well and identify their next steps in learning.	<ul style="list-style-type: none"> • SLT/CT to develop expectations document linked to feedback. • Feedback CLPL sessions to be undertaken by all CTs/PSAs. • SLT to quality assure through learning walks/classroom observations. • Pupil focus group to be used to evaluate progress. 	Learners will be able to identify next steps in their learning.	Aug/Sept ' 24		
Senior leaders and teachers need to use assessment information more effectively to make accurate judgements of children's progress, and plan appropriate support where this is required.	<ul style="list-style-type: none"> • SLT to audit current assessment approaches. • CT/SLT sharing session to be undertaken. Share good practice/new examples for assessment/evidence gathering, across the curriculum. (Promote collaboration/learning from each other.) 	Consistent approaches evident regarding use of assessments to support teachers' professional judgements throughout the school.	June '24		
Continue to develop approaches to moderation .	<ul style="list-style-type: none"> • SLT to provide opportunities for moderation across the school. (Stage/level planning, teaching and evaluating/assessing.) • SLT to provide opportunities for moderation with CTs from other settings. 	Improved understand regarding progression through Curriculum for Excellence levels.	Ongoing.		

3.2 Raising Attainment & Achievement - Weak

Areas for Improvement	Actions Required	Desired Outcomes for Learners	Stakeholders & timescales	Evidence and confirmed completion	RAG
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<p>Improve attainment in Literacy and English.</p>	<p>SLT/CTs to agree expectations for teaching Literacy, closely considering the following points.</p> <ul style="list-style-type: none"> • Listening & Talking focus: Increase learner confidence levels when contributing their ideas in whole class or small group discussions. • Reading focus: <ul style="list-style-type: none"> ➤ Early Level – consider pace (new sounds & words). ➤ First Level - increase confidence when answering inferential and evaluative questions about familiar texts. ➤ Second Level – focus on author techniques (word choice/ emotive language). Increase focus on reading for enjoyment. • Writing focus: Presentation and handwriting – across the school. Increase range of purposes/extended writing. <p>CT to closely consider evidence gathering for Literacy. (Seesaw from ELC – P3, Google Classroom for P4-7.)</p>	<p>The majority of children making greater progress from their prior levels of attainment in Literacy.</p>	<p>Ongoing</p>	<p>Feb '24 - Early Level staff revisited Active Literacy, application of phonics & use of progression planners.</p> <p>March '24 Expectations linked to daily writing/weekly extended writing, feedback and target setting for all learners agreed.</p> <p>April '24 Draft expectations linked to assessment of reading and writing shared.</p>	
<p>Improve attainment in Numeracy and Mathematics.</p>	<p>SLT/CTs to agree expectations for teaching Numeracy, closely considering the following points.</p> <ul style="list-style-type: none"> • Number, money and measurement. <ul style="list-style-type: none"> ➤ Early Level – Increase opportunities to use and record numbers. ➤ First Level – Fractions and use of analogue time requires focus. 	<p>The majority of children making greater progress from their prior levels of attainment in Numeracy.</p>	<p>Ongoing</p>		

	<ul style="list-style-type: none"> ➤ Second Level – Mental calculations of money including percentages – requires focus. • Shape, position and movement. ➤ Focus required – angles. ➤ Further opportunities to consolidate S, P & M learning needed. • Information handling. ➤ Focus needed – recording data/use of digital technologies. <p>CT to closely consider evidence gathering for Numeracy. (Seesaw from ELC – P3, Google Classroom for P4-7.)</p>				
Senior leaders need to establish a range of accurate data on how well children are progressing in their learning.	<ul style="list-style-type: none"> • SLT to audit current assessment approaches. • CT/SLT sharing session to be undertaken. Share good practice/new examples for assessment/evidence gathering, across the curriculum. (Promote collaboration/learning from each other.) • SLT to create a clear assessment calendar and system for tracking and monitoring accurate data. 	CTs increased confidence in their use of a range of assessments, data, and moderation activities will ensure professional judgements are increasingly robust.	June '24		
Senior leaders and staff's analysis of data does not yet identify trends in attainment over time for different groups of children.	<ul style="list-style-type: none"> • Systems to be established to enable staff to monitor and report on the progress of learners (i.e. EAL/Care Experienced learners). • Focus on specific cohorts – May tracking meetings. 	Staff are able to use assessment information effectively to accelerate children's progress.	May '24		

Further develop tracking systems linked to participation in club. SLT/CTs need to link to the specific skills being developed through participation.	<ul style="list-style-type: none"> • SLT/CT to consider use of ACC Skills Framework. ACC Skills Framework (sharepoint.com) 	Children will understand the skills they are learning through these experiences.	October ' 24		
Staff should consider how children can take on more leadership opportunities across the school.	<ul style="list-style-type: none"> • SLT/CTs to audit current opportunities for pupils to take on leadership opportunities. • Share ideas/agree plans to increase opportunities. 	Leadership opportunities will enable learners to be included more fully in school improvement.	Aug '24		
SLT to further use and analyse the data linked to the poverty related gap , more rigorously.	<ul style="list-style-type: none"> • Further develop use of Pupil Equity planner. • HT to link in with Suzie Wood, Education Scotland Attainment Advisor. 	SLT will be able to identify how effective targeted interventions are helping children most affected by poverty to attain as best they can.	June '24		

	Completed		Due for completion by end of 23/24		Planned for session 23/25
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