

**Strategic Improvement Priorities over 3 year cycle Timescale: 2023-26**

	Year 1	Year 2	Year 3
1.	<b><u>Inclusion and Equity</u></b> To explore the unique opportunities for inclusion in a shared campus with ASN school and Mainstream school. To build inclusive practices ensuring progression and all learners are included, engaged, and involved	<b><u>Raising Attainment and achievement</u></b> Technology curriculum linked to AAC and Communication (My technological world)	<b><u>Raising Attainment and achievement</u></b> Embedding technology skills across curriculum (focused on literacy especially writing)
2.	<b><u>Curriculum: Health &amp; Wellbeing</u></b> To embed our current nurturing ethos in more formal assessment and tracking and whole staff training	<b><u>Raising Attainment and achievement</u></b> Curriculum: Health & Wellbeing (My healthy world)	<b><u>Raising Attainment and achievement</u></b> Curriculum: RME learning and ethos (My cultural world)
3.	<b><u>Curriculum: STEM</u></b> To build confidence and expertise in teaching of STEM through engagement in the SSERC PCP initiative with the Learning Community	<b><u>Curriculum: STEM</u></b> Embedding high quality learning and teaching in STEM priorities across the school: play-based, Interdisciplinary, and real-life.	<b><u>Raising Attainment and achievement</u></b> Curriculum: Expressive Arts Process & skills progression
4.			

**Context of School**

West Mains School is an ASN Stand-Alone School co-located with Halfmerke Primary School. We specialise in supporting children with complex communication and language differences, often related to extreme ASD. The needs of learners placed in West Mains are increasingly more complex and pervasive, affecting all aspects of life and learning, and long-term. Many of our learners are pre-intentional, pre-verbal communicators with significant and complex barriers to their learning.

Our beautiful spacious building provides lots of areas where children can engage with learning activities including a sensory room and a soft-play room. Classes have small numbers supported by a class team of a teacher and support staff. We have a nurture room, known as The Nest, where children are supported through more complex attachment or social development needs.










We have extensive outdoor spaces where children can play and learn. Our dedicated outdoor learning space is called The Willows. Here we have an orchard, and planters in an allotment for vegetables, flowers and sensory plants. We are also planting trees from the Woodland Trust to create a forest for the future.

In West Mains we ensure that the pupils are at the centre of all we do. Each learner is unique with individual support needs, talents, and interests. Each learner is supported to engage with learning in all aspects of the Curriculum for Excellence, differentiated to meet individual needs. We have high expectations and work to support each pupil to grow and develop within every aspect of the curriculum in their own way. This enables us to ensure their unique achievements and attainments are celebrated. Exciting Interdisciplinary contexts promote meaningful learning, organised around termly themes. This allows rich learning experiences based on pupil interest, and choice. We use a literacy rich environment using stories and rhymes as contexts for learning. Active, play-based learning and Outdoor Learning are widely used and visible in all curricular areas.

Digital technology is used to support learning and communication. In May 2023 we were delighted to be awarded a national Digital Schools Award recognising commitment to digital learning across the curriculum and supporting AAC. We strive to ensure West Mains is a Total Communication environment with visuals and communication support integrated across the school and all learning. All of this is set within rich nurturing approaches that support children to feel safe and ready to learn and where all behaviour is always treated as communication.

We value the importance of family engagement with all aspects of West Mains and learning and strive to provide opportunities for families to partner with us in supporting pupils to be the best that they can be.

West Mains is part of Calderglen Learning Community and we have developed strong links with other local schools, particularly those with specialist ASN provision.

	1 HT	DHT (1 TBC new post TBC job sizing August 2023)	1 PT	10.1 FTE Teachers (11.1 including HT)	16 FTE Support Staff including 1 Team Leader				
<b>School roll</b>	<b>Number of pupils per cohort</b>							<b>FSME (P6/7)</b>	<b>SIMD 1/2</b>
63	P1	P2	P3	P4	P5	P6	P7	 100%	 6%
 	5	14	9	11	8	6	10		
<b>Attendance</b> ✓	<b>Exclusion</b> (Number of openings per 1000 pupils) 			<b>Care experienced</b> (Recorded as LAC) 			<b>ASN</b> 	<b>EAL</b> 	
20/21 95.77%	20/21 0	20/21 %		20/21 100%	20/21 %				
21/22 90.72%	21/22 0	21/22 1%		21/22 100%	21/22 %				
22/23 91.16%	22/23 0	22/23 3%		22/23 100%	22/23 5%				

## Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2023/2024: INCLUSION

<b>NIF Priority (select from drop down menus)</b> Placing the human rights and needs of every child and young person at the centre of education <b>NIF Driver</b> School and ELC leadership Choose an item.	<b>SLC Priority (select from drop down menus)</b> Ensure inclusion, equity and equality are at the heart of what we do  <b>Improve Health and Wellbeing to enable children and families to flourish</b>	<b>SLC Stretch Aims</b>  <a href="#">Choose an item.</a> <a href="#">Choose an item.</a>	<b>HGIOS?4 QIs (select from drop down menus)</b> 3.1 Ensuring wellbeing, equality and inclusion Choose an item. Choose an item. <b>HGIOELC QIs (select from drop down menus)</b> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<ul style="list-style-type: none"> <li>To explore the unique opportunities for inclusion in a shared campus with ASN school and Mainstream school.</li> <li>To reconnect and enhance more formal and targeted inclusive learning opportunities after COVID restrictions: Staff and parents have expressed inclusion as a development need across the campus.</li> </ul>	<ul style="list-style-type: none"> <li>By June 2024 a shared understanding of equity and inclusion across the school by staff, families, and pupils: vision statement/rationale.</li> <li>By June 2024 all pupils will have access to wider social and learning experiences, and opportunities for educational and well-being progression.</li> <li>By June 2024, 25% increase in inclusive activities across the campus.</li> <li>By June 2024, identified pupils for intervention will have increased their engagement by at least 1 level on Leuven Scale.</li> </ul>	<ul style="list-style-type: none"> <li>Joint clubs, joint events that include parents for targeted groups.</li> <li>Opportunities for pupil leadership and voice: link with Communication Literacy and AAC</li> <li>Clear rationale written with input from all stakeholders.</li> <li>Working Party Action planning and development</li> </ul>	<ul style="list-style-type: none"> <li>Pupil wellbeing questionnaires and surveys, such as circle of friends show that pupils have more diverse social connections.</li> <li>Informal observations and staff judgement indicate more inclusive interactions.</li> <li>Follow up SDQ questionnaires show improvement in general wellbeing. (all pupils)</li> <li>HIGIOS self-evaluation</li> </ul>	HT/DHT PT HWB Lead with campus Working Party HWB lead with pupil working party
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	

## Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2023/2024: NURTURE

<b>NIF Priority (select from drop down menus)</b> Improvement in children and young people's health and wellbeing <b>NIF Driver</b> Parent/carer involvement and engagement Choose an item.	<b>SLC Priority (select from drop down menus)</b> Improve Health and Wellbeing to enable children and families to flourish  Ensure inclusion, equity and equality are at the heart of what we do	<b>SLC Stretch Aims</b>  <a href="#">Choose an item.</a> <a href="#">Choose an item.</a>	<b>HGIOS?4 QIs (select from drop down menus)</b> 2.1 Safeguarding and child protection 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion <b>HGIOELC QIs (select from drop down menus)</b> Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<ul style="list-style-type: none"> <li>To embed our current nurturing ethos with meaningful formal assessment and tracking for pupils.</li> <li>To facilitate this, more formal training for all staff and information and support for parents.</li> </ul>	<ul style="list-style-type: none"> <li>By October 2023: Robust Assessment Calendar informing staged intervention approach in place. (Boxall)</li> <li>By June 2024: Staged intervention approach in place with formal records: all pupils SDQ, other specialist input</li> <li>By June 2024 Rights Respecting Schools Bronze Award achieved</li> <li>By June 2024 80% of staff express increased confidence in nurturing approaches.</li> <li>By June 2024 robust ASP paperwork and procedures in place</li> </ul>	<ul style="list-style-type: none"> <li>Termly school wellbeing days in place. Assembly themes.</li> <li>Bronze award checklist and staff/pupil steering group formed.</li> <li>SDQ and Boxall assessments (staged intervention)</li> <li>Nurture and social groups timetable</li> <li>Staff nurture training</li> <li>Mental health awareness: SamH and SALT workshops for parents, staff and pupils</li> <li>Mind Marvels approaches in all classes: embed intervention 2022-23</li> <li>Training ADHD/ Nurture for all staff</li> <li>Consultation with families to better understand needs in relation to well-being.</li> <li>Working Party Action Plan</li> <li>ASP re-evaluation to establish consistent approaches</li> </ul>	<ul style="list-style-type: none"> <li>SDQ and Boxall assessment progression – 25% of pupils will have shown improvement.</li> <li>RRS bronze award data/report</li> <li>Data from staff, family and learner surveys</li> <li>Positive feedback of interventions from families, staff, and pupils.</li> <li>HIGIOS self-evaluation</li> </ul>	HT/DHT  PT with HWB Lead  Parental focus group
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	

## Strategic Priority 3 Improvement Planning and Standards and Quality Reporting for 2023/2024: SCIENCE

<b>NIF Priority (select from drop down menus)</b> <small>Choose an item.</small> <b>NIF Driver</b> Curriculum and assessment Teacher and practitioner professionalism	<b>SLC Priority (select from drop down menus)</b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy <small>Choose an item.</small>	<b>SLC Stretch Aims</b> ACEL Primary – literacy – P1, P4 & P7 combined <small>Choose an item.</small>	<b>HGIOS?4 QIs (select from drop down menus)</b> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<ul style="list-style-type: none"> <li>Staff confidence in teaching, skills progression and assessment of STEM is expressed as lower than other areas of the curriculum.</li> <li>Staff have expressed interest in working collegiately to extend play-based and literacy-rich approaches to STEM.</li> <li>Staff expressed a desire for more formal leadership opportunities to develop curricular improvement projects. The SSERC model will provide a structured, evidence-based approach for Science Mentor to develop leadership skills that can be modelled for other developments.</li> <li>SSERC PCP offered to the Learning Community giving an ideal context for exploring improvements in STEM</li> </ul>	<ul style="list-style-type: none"> <li>By June 2024 staff self-evaluation will evidence increased confidence and expertise in the teaching STEM in creative ways (50% of teachers)</li> <li>By June 2024 all staff accessed opportunities for high-quality, professional learning in STEM, supported by SSERC and Science Mentor</li> <li>By April 2024 Audit of resources completed and enhanced to support learning and teaching</li> <li>By June 2024 Guidelines/ progression written and in place</li> <li>By June 2024 Learning Trios process will evidence high quality learning and teaching in STEM for 50% of classes</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with the SSERC PCP initiative: CLPL/residential.</li> <li>A STEM mentor to support implementation of the SSERC PCP. STEM working party to support initiatives.</li> <li>Collaborative working and professional learning opportunities</li> <li>An audit completed in consultation with staff to evaluate current resources.</li> <li>Opportunities for family consultation and information sharing on STEM development.</li> <li>Opportunities created for parents and community to support the development of STEM through planned events: eg clubs, challenges, and stay and play.</li> <li>Pupil Voice and leadership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>SSERC reflection and evaluation-completed by mentor:</li> <li>Clear next steps for Year 2 SIP priority-</li> <li>STEM working party and action plan.</li> <li>Teachers' self-evaluation</li> <li>Paperwork for Learning Trios and STEM learning walks</li> <li>Self-evaluation feedback following</li> <li>Audit of resources pre and post SSERC PCP initiative</li> <li>Family feedback</li> <li>Evaluation of STEM clubs, challenges and competitions.</li> </ul>	HT/DHT  PT  STEM Mentor with Working Party
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2024/2025 or school maintenance agenda</b>	

## PEF Improvement Planning and Standards and Quality Reporting for 2023/24

<b>SLC Stretch Aims</b> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
Large proportion of budget spent on additional staffing to facilitate interventions as evidence has suggested this has the biggest impact on successful nurture interventions. This includes opportunity and time for 1:1 intervention and mentoring and supporting other staff April-June 1 FTE Aug-Apr 0.6 Aug-Apr 0.2 Daily Rate	£53658.00 STEM resources £3000	<ul style="list-style-type: none"> <li>PT Non class committed to facilitate Nurture intervention.</li> <li>Increase in pupil engagement with learning and social interactions and</li> <li>HWB as evidenced by Boxall (targeted learners) and SDQ (all pupil) progress on about half of indicators/teacher judgement</li> </ul>	Nurture group, Nurture interventions, Movement groups and sensory groups and clubs.	SDQ and Boxall profile scores show 25% of targeted children making progress..		
Analysis of attendance session showed that 10 learners had an attendance of less than 85% with 3 siblings less than 50% There was a rise in the number of families taking holidays during the school term-times, with families citing the impact of rising cost of living on holidays as justification for the absence. The impact of poor attendance, on individual learners has been observed	£1140.00	<ul style="list-style-type: none"> <li>Weekly monitoring of attendance data and sharing this with parents impacts attendance by an increase of 10% for half of the targeted learners.</li> <li>Personalised plans to support attendance increases attendance to above 70%</li> <li>Raise awareness: whole school messaging campaign to ensure that families know the value of good attendance. Positive feedback from families and increased attendance to 10% above their own baseline.</li> </ul>	Family come and play/learn clubs Parental support group Let's Connect mental health awareness Enhanced resources to support attendance Creative interventions: family consultation of which activities may bring them into school with their child. Formal intervention in line with staged intervention guidelines in OP A5 for families with very high absence, especially for stages 3 and 4	Family feedback Attendance data		

<p><b>Extra-Curricular Activities:</b> Many of our families cite poverty of opportunity when accessing community resources for their ASN children with challenges. Creative Arts projects have been successful in promoting enhanced communication opportunities and widening experiences for learners.</p> <p>A particular concern is many of our pupils have a self-restricted diet often linked to complex ASD (often unbalanced, unhealthy and more expensive brands) Creative ways to support families could include extra-curricular family cooking club, workshop with a specialist dietician and/or ideas for food based home learning opportunities.</p>	<p>PB: £3675.00</p> <p>£14455.00</p>	<p>Targeted intervention for literacy and numeracy with progression evidenced by B-Squared data</p> <p>Family engagement with extra-curricular activities</p> <p>50% targeted families attend at least 1 event</p>	<p>Movement groups and sensory groups and clubs.</p> <p>Expressive Arts groups, sports events</p> <p>Family cooking club</p> <p>Offer opportunity for residential experience</p> <ul style="list-style-type: none"> <li>• Gowanbank</li> <li>• Inverclyde ASN sports camp</li> </ul> <p>Outdoor and forest school opportunities</p>	<p>Pupil and family feedback</p> <p>PB consultation process data and records</p>		
	<p>TOTAL SPEND (incl carry forward)</p> <p>£75928.00</p>					
<p><i>Progress and Impact</i></p>			<p><i>Next Step(s) and rationale to inform PEF spend session 2024/2025.</i></p>			

## Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Numeracy: pathway shared with all staff. Increase access to high quality resources to support learning and teaching. Piloting targeted interventions	Numeracy co-ordinator to support learning and teaching	<i>August 2023-June 2024</i>
Planning Procedures: Embed Responsive planning and planning dialogue processes	Teaching staff	<i>August 2023-June 2024</i>
Play pedagogy across the school	Teaching staff	<i>August 2023-June 2024</i>
ASP: ensure all aspects are consistent and monitored to impact learning	Teaching staff/families	<i>August 2023-June 2024</i>
B-Squared and Evisense : enhanced evidence of assessment recording. Enhanced use of data. Rationalise reporting	HT/PT Teaching staff	<i>August 2023-June 2024</i>
AAC: increased access to high quality AAC approaches and resources	AAC Ambassador	<i>August 2023-June 2024</i>