



South Lanarkshire Council

Recovery School Improvement Planning August 2021



West Mains School
Learning Together to be the Best



Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work <p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

<p>2.2 Curriculum</p> <p>Theme 1: Rationale and design Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting.</p> <p>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</p> <p>Our creative and innovative approaches to curriculum design support positive outcomes for learners.</p> <p>Theme 2: Development of the curriculum Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21. Consider how cross curricular themes can support the delivery of different curricular areas. Think creatively, innovatively and "outside the box" to ensure provision of a wide and varied curriculum. Ensure all curricular areas are being covered. Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (eg. Digital learning, IDL) Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors) 	<p>This column to be filled in by school</p> <p>Thinking creatively and innovatively we aim to set learning within interdisciplinary learning as much as possible. Each term the theme is set in a different 'world' linked to a curricular area. A pilot has revealed this needs to be extended to a 3 year cycle to ensure a greater breadth of learning across all curricular areas. Introducing an annual 'My World of Choice' will further promote pupil voice and choice for their own learning.</p> <p>We aim to increase skills, confidence and ability in digital learning in our school community, building on skills developed throughout lockdown. Attaining Digital Schools Award will give us a context for this and will celebrate our digital achievements.</p> <p>Our enhanced outdoor learning space gives opportunity for outdoor learning and taking learning outside. We aim to utilise this space to its full potential, acknowledging the power of outdoor learning/taking learning outside to promote progression and health and wellbeing.</p>	<p>This column to be filled in by school</p> <p>A working party will drive forward a change in planning and a more blended interdisciplinary approach which incorporates pupil voice more explicitly. Led by HT and PT</p> <p>August/September and ongoing evaluated in May 2022</p> <p>A working group led by the ICT Co-Ordinator. A preparatory staff audit has highlighted areas for development. An action plan will be in place: September 2021 ACC will be integrated into the Digital Strategy and ICT Co-Ordinator and HT to liaise with SaLT to use digital solutions to communication barriers as appropriate</p> <p>August/September and ongoing evaluated in May 2022</p> <p>Led by PT (equity), we will upskill staff in providing high quality learning experiences outdoors. Working with partners will build capacity for promoting enriching learning experiences. Loose parts play will be introduced across the curriculum to support interdisciplinary learning.</p> <p>Ongoing & evaluated May 2022</p>	<p>This column to be filled in by school</p> <p>Pupils are more engaged with their learning, evidenced through engagement levels and enhanced communication about their learning. Planning documents evidence planning with pupils. The 3 year plan shows potential for both breadth and depth of learning across all curricular areas. Each organiser will be covered explicitly within the 3 year period.</p> <p>Digital Learning Strategy will be in place which supports pedagogy and planning. There will be a greater use of AAC across the school, increasing confidence and achievement with communication. Staff confidence and capacity within Digital Learning skills is increased and at a deeper level, evidenced in scores on the Audit tool. There is a wider variety of Digital approaches and resources used across the school. Learner confidence with using devices to communicate is growing, leading to more effective functional communication. PT (equity) action plan will monitor and review progress. Staff will express increased confidence, enthusiasm, and</p>
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<p>Theme 3: Learning pathways The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners.</p> <p>Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p>	<ul style="list-style-type: none"> • Ensure that identified learning pathways are flexible enough to support <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session. • Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period) 	<p>B Squared assessment tracking and monitoring system has been introduced to support our planning, tracking and analysis of progress. It allows all learning to be valued and mapped against CfE Milestones and Benchmarks. This allows teachers to tailor learning and teaching to individual needs of pupils. We aim to use the analysis tools to monitor progression for all learners proactively. Our planning documents reflect the wide diversity of learning needs, including complex learners, requiring a more child-led, sensory approaches.</p>	<p>Use B Squared consistently to inform planning and transition information. Staff will be given opportunity to develop skills collegiately to ensure a consistency of approach. Evidencing learning will also be incorporated into the system. CAT/INSET November 2021 Ongoing and evaluated May 2022</p>	<p>opportunities for outdoor learning. Resources to support high quality learning outdoors for all are in place. Pupil engagement with learning in outdoor areas is enhanced. Forward Plan documentation adapted to include Outdoor Learning opportunities ensuring consistency and allowing tracking and monitoring of impact across the school.</p> <p>There will be clear evidence of progression across wide contexts for learning. By the end of the year, all curricular areas will be benchmarked. Planning documents will be adapted to incorporate B Squared planning/tracking cycle. Learning and Teaching conversations with SLT will be enhanced with evidenced data from B-Squared.</p>
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<p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</p>				
<p>Theme 4: Skills for learning, life and work</p> <p>All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning. We emphasise enterprise and creativity across all areas of learning.</p>	<ul style="list-style-type: none">Consider the ways to further develop skills for learning, life and work through a variety of contexts.	<p>My Worlds planning approaches to include My World of Enterprise. And My Creative World</p>	<p>SEE ABOVE.</p>	<p>SEE ABOVE</p>

<p>2.3 Learning, teaching and assessment</p> <p>Theme 1: Learning and engagement Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.</p> <p>Theme 2: Quality of teaching We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. • Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information. • Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. • Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. • Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (eg. LI/SCs, questioning, feedback...) 	<p>We aim to continue to improve staff ability and confidence in teaching writing with a particular focus on non-fiction writing through the Talk for Writing programme. The story approach has resulted in success in the teaching of and children's experiences in creating their own stories. The approach values our ethos of communication at all levels.</p> <p>We aim to make Talk for Writing accessible and meaningful to all learners in our school. We know that working together across the sector with those in a different context will enhance learning and teaching.</p>	<p>Subsequent to whole staff training in T4W non-fiction, learning trios will be established between SLT and staff, to share experiences and ideas, learn from each other, and critically evaluate current practice.</p> <p>August INSET Ongoing & evaluated May 2022 Principal teacher will be involved in 2 focus groups with Talk for Writing. The first with some other schools across Scotland to aid in developing a non-fiction toolkit, the second in collaboration with 4 schools in England to develop talk for writing in the ASN sector for all levels of need.</p> <p>Ongoing & evaluated May 2022</p>	<p>Expertise will be gained and utilised to upskill all staff, learning and teaching, including for sensory/complex learners and this will in turn provide rich learning experiences in creating stories and non-fiction texts. There will be a structure to teach non-fiction writing which will improve this type of writing across the school. This will be measured through baseline and follow up assessments (hot/cold tasks)</p> <p>Staff express positive impact of Learning Trios and value the feedback, CLPL opportunities, and collegiate possibilities to extend the process within the monitoring cycle to evaluate learning across the curriculum.</p>
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<p>Theme 3: Effective use of assessment We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p> <p>Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.</p> <p>Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.</p> <p>Theme 4: Planning, tracking and monitoring As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.</p>	<ul style="list-style-type: none"> Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session. Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner. Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes. Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress. 	<p>B Squared assessment tracking and monitoring system has been introduced to support our planning, tracking and analysis of progress. It allows all learning to be valued and mapped against CfE Milestones and Benchmarks. This allows teachers to tailor learning and teaching to individual needs of pupils. We aim to use the analysis tools to monitor progression for all learners proactively. Our planning documents reflect the wide diversity of learning needs, including complex learners, requiring a more child-led, sensory approaches.</p>	<p>Use B Squared consistently to inform planning and transition information. Staff will be given opportunity to develop skills collegially to ensure a consistency of approach. Evidencing learning will also be incorporated into the system. CAT/INSET November 2021 Ongoing and evaluated May 2022</p>	<p>There will be clear evidence of progression across wide contexts for learning. By the end of the year, all curricular areas will be benchmarked. Planning documents will be adapted to incorporate B Squared planning/tracking cycle. Learning and Teaching conversations with SLT will be enhanced with evidenced data from B-Squared.</p>
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<p>3.2 Raising Attainment and Achievement</p> <p>Theme 1: Attainment in Literacy and Numeracy Raise attainment in literacy and numeracy for all learners</p> <p>Learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p>Theme 2: Attainment over time Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.</p> <p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.</p>	<p>Schools Should:</p> <ul style="list-style-type: none"> Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals. Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously. Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions. Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally. 	<p>Given West Mains ASN context PEF planning has focused on providing high quality universal approaches to introduce and enhance creative, innovative learning opportunities for all learners. Data has shown that this approach has been successful in raising attainment and closing the 'gap' for most learners. Its impact has also been shown when observing learner engagement and motivation to learn. However, despite this success, there are learners who continue to require more support. Piloting a literacy intervention has had a positive effect on attainment and motivation in literacy for those learners.</p> <p>P4-7 questionnaire has highlighted areas that are important to supporting learning and well-being.</p>	<p>Extend 5 minute box across the school from P2 onwards. Catch up literacy and numeracy training will be provided to key staff members to roll out across the school for P2 and above. Social play index will be used to support play based learning in P1. A member of teaching staff will be offered training in play pedagogy which will include a professional enquiry. Ongoing & evaluated May 2022</p> <p>Pupils to be empowered to express what they feel as important to learning and well-being as an integral part of the participatory budgeting process. Ongoing & evaluated May 2022</p>	<p>Baseline and follow up assessments will show progress has been made in numeracy and literacy. A clear programme of targeted intervention based on teacher judgement and assessment will be in place. High quality play pedagogy will be enhanced, evidenced by professional enquiry.</p> <p>Pupil voice will be evidenced as part of the participatory budgeting process</p>
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<p>Theme 3: Overall quality of learners' achievements</p> <p>Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p> <p>They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p> <p>As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<ul style="list-style-type: none"> • Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people. • Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 and, where necessary, reignite learner responsibility for their learning and achievement. 	<p>We value the achievements of all our learners and provide opportunities for these to be celebrated. We want to enable our learners to communicate and celebrate their own learning in meaningful contexts.</p>	<p>The structure of weekly assemblies to be re-evaluated and adapted to incorporate opportunities for celebrating achievement and attainment across the four capacities/contexts for learning. Time will be allocated for learners to reflect on their learning through choosing Wow Work to be displayed and celebrated. Piloted life skills challenge to be extended.</p> <p>September 2021 Ongoing & evaluated May 2022</p>	<p>Every child has opportunity to celebrate success using appropriate AAC, resulting in greater motivation and recognition of learning across all aspects of learners' lives. Timetabled rota to recognise each child's achievements will raise expectations for all and empower pupil voice. Displays will be updated weekly to show achievements and placed outside each classroom resulting in raising their profile and making achievements more meaningful for all learners.. Wow Books will be completed weekly.</p>
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Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>
3.1 Ensuring wellbeing, equality and inclusion <p>Theme 1 Wellbeing As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.</p> <p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan how best to promote an attachment - informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. 	<p><i>This column to be filled in by school</i></p> <p>To ensure the wellbeing of all children we need to understand their social, emotional and mental wellbeing needs. A baseline for children entering the school will enable support for social play as a context for nurturing social and emotional well-being. Further assessment will ensure that we have a clear picture should staged intervention be necessary. Attachment and nurturing strategies are part of our ethos, valuing and nourishing relationships to encourage trust resilience and robust risk-taking. We can give trust, time and space to allow well-being to grow. We treasure relationships as therapeutic</p>	<p><i>This column to be filled in by school</i></p> <p>We will benchmark all P1 entrants using the Social Play Index early in the school year. The results will subsequently be used to promote wellbeing tailored to pupil needs. Targeted intervention, where required will be baselined using the Boxall Profile with ongoing assessment informing interventions. Ongoing & evaluated May 2022</p> <p>PT will establish and deliver small group support in nurture and wellbeing for targeted individuals. This will take place in a designated nurturing space. Ongoing & evaluated May 2022</p>	<p><i>This column to be filled in by school</i></p> <p>Teacher judgement linked to the Social Play Index will evidence enhanced quality and development of play, consequently play-based learning will be enriched by quality interactions. Follow up assessments using Social Play Index and Boxall Profiling will show improvements across mental, social and emotional wellbeing.</p>

<p>All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people.</p> <p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</p> <p>All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p> <p>We consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p> <p>Theme 2: Fulfilment of Statutory Duties</p> <p>We comply and actively engage with statutory requirements and codes of practice.</p> <p>Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p>	<ul style="list-style-type: none"> • Provide opportunities for CLPL which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Have overt plans in place to support the wellbeing needs of staff and learners. • Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance. • Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances. 	<p>allowing us all to grow to be the best we can be. If extra support is required for well-being, we know there will be secure relational contexts and clear plans in place for intervention.</p> <p>West Mains will continue to be a safe place where fun, laughter, and joy in learning are honoured and treasured.</p> <p>A sharpened focus on learner wellbeing is essential in West Mains because of the communication needs of our children. This means they may need creative approaches to articulate issues effecting their wellbeing and safety.</p>	<p>2 members of support staff are completing the Mental Health and Wellbeing Champions course and will be our lead to promote and support wellbeing needs of staff and learners, both collectively and individually.</p> <p>September 2021 Ongoing & evaluated May 2022</p> <p>We will use a wide range of interventions dependant on observations and assessed need such as Talking Mats, Intensive Interaction, and Lego Therapy. If appropriate partnership with Allied health professionals and/or psychological services will be sought.</p> <p>Ongoing & evaluated May 2022 All Staff MAPA training updated September 2021</p> <p>Child Protection update will be a mandatory integral part of the August INSET day with regular updates through the year.</p> <p>August 2021 Ongoing & evaluated May 2022</p> <p>6 Principles of nurture will be displayed throughout the school environment as a visual reminder of the importance of these approaches for wellbeing.</p> <p>September 2021 Ongoing & evaluated May 2022</p>	<p>Well-Being survey highlights any concerns and confirms that staff and learners feel their well-being is valued and supported.</p> <p>Well-Being Champions introduce creative ways/events to promote intra-relational community connections.</p> <p>Reactions and support for distressed/challenging behaviours compliant within the principles of PPRUDB, MAPA and school guidelines.</p> <p>Clear procedures and guidelines will be in place. Staff will be confident in adhering to all statutory duties. Staff will be confident in their knowledge of the nurturing principles and they will be evident in interactions across the life of the school.</p>
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<p>Theme 3: Inclusion & Equality All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.</p> <p>Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p> <p>We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.</p>	<ul style="list-style-type: none"> Consult with all stakeholders to gain an understanding of need based on experience during lockdown. Consider the universal Rights of the Child and where the work of the school could be influenced by it. Identify opportunities to celebrate diversity. 	<p>We aim to involve as many families as possible in the life of the school to encourage and promote community and full involvement in their child's learning, which also provides a network of support for parents and carers.</p>	<p>A parent leaflet about our nurturing approaches will be distributed. November 2021</p> <p>Participatory budgeting group will consult on needs based on experiences during lockdown and use 5 % of the PEF budget to address these needs. September/October 2021</p> <p>Building on experience of the Participatory Budgeting Focus Group, the capacity of the parental community to lead and contribute to action within the school Parent Council. Dependent on COVID mitigations parental workshops, focus groups and events to showcase and celebrate learning will be re-established. Spring 2022</p> <p>Assembly themes will be evaluated and the working group focusing on the 'My Worlds' planning will ensure that diversity is an integral part of teaching and learning. September 2021 and ongoing. Evaluated May 2022</p>	<p>Community understanding and commitment to nurturing ethos of school evident in informal interactions with families.</p> <p>Data gathered before and after interventions will show that parents feel empowered to influence their child's learning and the COSD.</p> <p>Clear picture of community assets:</p> <ul style="list-style-type: none"> strengths gaps or expressed needs challenges opportunities <p>At least one formal Parent Council meeting established and constitution discussed.</p> <p>Evidence of pupil learning in social subjects and RME will show they have experienced a wide range of diversity of culture, religion and society.</p>
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<div><div></div><div>Improvement Priority 3 - Planning for Equity</div></div>				
Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement	These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.
Closing the Poverty-related Attainment Gap				

..time has a
wonderful way
of showing us
what really matters..

3.1 Ensuring, wellbeing, equality and inclusion

Theme 3: Inclusion and Equality

We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.

3.2 Raising Attainment and Achievement

Theme 4: Equity for all learners

Schools should:

Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:

- Learners' wellbeing (Boxall profile, observations, wellbeing indicators)
- Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA)

This column to be filled in by school

With the complexity of learning and other additional support needs across the school universal and pedagogical approaches focusing on achievement as well as attainment has been very successful in closing the attainment gap in our own context. Since the Spring Term school closure, a significant rise in the number of families expressing need for support facing challenges which are impacting significantly on their child's well-being. 17% of families have raised a high level of concern. Informal monitoring of families has highlighted a further 13% where there are some indications that there may be growing concerns. These challenges are not uniform and stem from a number of stresses for families, including health, economic, well-being and those related

This column to be filled in by school

Boxall/Beyond Boxall to be completed for targeted learners.

June 2022 Class teachers
Analysis of Boxall, B-Squared, and other relevant assessments; and teacher judgement of engagement to inform focussed and in-depth interventions planning for 2021-22 session.
Led by HT/PT
Ongoing and evaluated May 2022

Dependent on COVID mitigations rationale, principles and practice for inclusion across the campus to be reviewed

This column to be filled in by school

Interventions are matched to assessed need and evaluated and reviewed as appropriate. Interventions are judged to support greater engagement with learning building on increased positive well-being. Interventions are planned with partners as appropriate, leading to enhanced multidisciplinary collegiate working. Support for families increase children's well-being and ability to

<p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p> <p>1.3 Leadership of Change Theme 3: Implementing Improvement and Change</p> <p>Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.</p>	<ul style="list-style-type: none"> - Attendance and Punctuality (in-school at hubs) - Engagement (Leuven scale, observational data) - Participation (remote learning participation data) • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting. 	<p>to a child's complex/severe learning needs. Whilst this has not yet impacted on behaviours and challenges within school, there are indications that some learners are becoming more unsettled and beginning to engage differently. Consequently, more focused and in-depth interventions will be considered alongside our universal approaches to support. Our interventions will be prioritised and based rigorous analysis of evidence.</p> <p>Clear guidelines set by government and SLC give a framework for working with participatory budgeting, which we can use as a springboard for re-invigorating parental engagement in Parent Council. Informal focus groups and Pupil Council, successful in the past in informing and promoting involvement in developments within West Mains also need to be re-invigorated.</p>	<p>HT West Mains and HT Halfmerke with input from all stakeholders</p> <p>Participatory Budget step-by step Guide for Schools to be followed to establish lead and PB focus group. COSD to be the focus of the group's intervention. They will use COSD support materials, including COSD toolkit (CPAG) and P4-7 survey results to guide their research and generate ideas on how money could be spent. Led by PB lead teacher Lead training 25.8.2021 Google form with plans to be submitted 8.10.2021 On going, using Action plan timeline established by the PB working group.</p>	<p>engage with learning activities. Families express positive ways that interventions have impacted on their child's well-being and stresses at home reduced.</p> <p>Parents/stakeholders formal feedback shows increased confidence and feeling of empowerment to achieve their own ambitions for their child's learning and well-being. Pupil feedback, also linking to WOW assemblies, My World of Choice IDL, contributions to their annual Reviews , and other channels, giving a clear indication that pupils are participating and recognising their enhanced opportunities to express their voice and lead learning and school projects.</p>
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<p>1.5 Management of Resources to Promote Equity</p> <p>Theme 1: Management of finance for learning</p> <p>We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.</p> <p>Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.</p>	<ul style="list-style-type: none"> Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap for learners. Ensure sound financial management of all sources of funding 	<p>Staff engagement in professional and collegiate dialogue, research and application to the West Mains context has proved a powerful approach to improving outcomes. This has been demonstrated with the success of improvements led by PT(Equity) posts as well as collegiate planning and development groups.</p> <p>Review I-proc and budgeting procedures within school to ensure efficient and timely ordering to taking into account the frustrations and limitations of the I-proc system in terms of more bespoke resources and suppliers. Establish clear support links with I-proc and other financial support staff.</p> <p>Office staff are relatively newly appointed and now are more familiar with daily operational procedures and systems. There is now scope to evaluate and review how the office is run as a system, to ensure increased efficiency and efficacy.</p>	<p>Professional reading and dialogue groups to inform discussion of best approaches based on EEF summary posters. These posters to be part of Forward Planning guidance documentation. CAT 21.9.21 to bring together the reading/research into outline guidelines.</p> <p>Regular and formal budgeting meeting with CTO, SLT and others to ensure financial management is sound. Monthly if possible</p> <p>Review of office systems and procedures with newly appointed staff to ensure efficiency and sound financial management. Led by Team Leader and Office staff with support from Support Services Co-Ordinator.</p>	<p>Pupil choice in learning is enhanced and demonstrating increased engagement and growing independent learning skills.</p> <p>Budgetary and other administrative tasks and duties are carried out with efficiency, with office staff expressing ownership and empowerment over the office as a system.</p>
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<p>2.4 Personalised Support Theme 2: Targeted Support</p> <p>Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.</p> <p>Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.</p> <p>Theme 3: Removal of barriers to learning</p> <p>Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.</p>	<ul style="list-style-type: none"> • Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances. 	<p>With the complexity of learning and other additional support needs across the school universal and pedagogical approaches focusing on achievement as well as attainment has been very successful in closing the attainment gap in our own context. Since the Spring Term school closure, a significant rise in the number of families expressing need for support facing challenges which are impacting significantly on their child's well-being. 17% of families have raised a high level of concern. Informal monitoring of families has highlighted a further 13% where there are some indications that there may be growing concerns. These challenges are not uniform and stem from a number of stresses for families, including health, economic, well-being and those related to a child's complex/severe learning needs. Whilst this has not yet impacted on behaviours and challenges within school, there are indications that some learners are becoming more unsettled and beginning to engage differently. Consequently, more focused and in-depth interventions will be considered alongside our universal approaches to support. Our interventions will be prioritised, based on rigorous analysis of evidence, and in consultation with staff, families and learners.</p>	<p>August/September and ongoing evaluated in May</p> <p>Targeted support guidelines established to differentiate from universal ASN approaches used across West Mains as an ASN school. Targeted intervention to be either Focussed Interventions, which can be delivered within school using school resources, or In-depth Interventions with access to partner support, as appropriate.</p> <p>Focused Interventions could include</p> <ul style="list-style-type: none"> • Nurture group led by PT • Literacy and numeracy support: eg 5 Minute Box, Catch-Up Literacy/Numeracy • Emotional coaching using Emotion Works, Lego Therapy and others • Themed creative projects (My Creative School) for example, A Labyrinth art project, Hello Again dance project • Specific extra support from School Speech and Language therapists <p>In-depth Interventions could include working with Education</p>	<p>Targeted support focused on Literacy, Numeracy, and Health and Well-Being will be evidenced to impact on individual learners' progress within their own additional needs. Those participating in Focused and In-depth Interventions demonstrate increased confidence and self-esteem.</p>
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<p align="center">Being a poverty-aware school and reducing/mitigating the Cost of the School Day</p> <p align="center">Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.</p>				
<p>2.5 Family Learning Theme 2: Early Intervention and Prevention</p> <p>Our staff are aware of the factors causing child poverty within our community.</p> <p>We work with parents and other agencies to help parents minimise the effect of poverty on our children.</p> <p>Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website and other relevant reading. • Revisit their CoSD Position Statement in relation to: <ul style="list-style-type: none"> - Getting dressed for school - Fun events - Eating at school - School trips - Learning at school - Travelling to school - Attitudes - School clubs - Travelling to school - Home-learning • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider what changes will need to be made to the school calendar in light of changes to 	<p>Staff in West Mains are very mindful of COSD whenever they are planning events and supports are already in place. These include having a very flexible attitude to uniform and a system of offering 'pre-loved' items. All school trips are free or very heavily subsidised. No costs are passed to parents for travelling (all are entitled to free ASN transport), or for any learning activity. All fund raising is very occasional and presented as fun, extra-curricular events with the option of donations to school funds. This session we have collectively walked further that Land's End to John O'Groats raising money through 'crowd funding' for a specific purpose. We also make use of opportunities to apply for grants and donations, including working with local businesses. The school also actively promotes families applying for benefits and grants, contributing to applications as appropriately.</p> <p>Many of our families cite poverty of opportunity for their ASN children with challenges for community engagement and involvement. Creative Arts projects have been successful in promoting enhanced</p>	<p>Review aspects of the COSD Statement in terms of Eating at School:</p> <ul style="list-style-type: none"> • 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 a extra-curricular family cooking club, workshop with a specialist dietician and/or ideas for food based home learning opportunities. <p>School Clubs</p> <ul style="list-style-type: none"> • Working with parents/pupils within Participatory Budget • Clubs with transport could be one of the ideas generated in response to concerns raised regularly by parents and families. • P4-7 feedback highlighted clubs as a high priority for their well-being 	

	family income and how you will communicate this.	communication opportunities and widening experiences for learners.	<ul style="list-style-type: none">Investigate the possibility of integrating creative arts partners into a programme of events. <p>Home-Learning</p> <p>Revisit expectations to emphasise learning through real-life experiences recognising successes during remote learning</p>	
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