

Strategic Improvement Priorities over 3 year cycle Timescale: 2024-27

	Year 1	Year 2	Year 3
1.	<p><u>Equalities</u> Technology curriculum linked to AAC and Communication (My Technological World) To increase the range of AAC available to give authentic voice to all communicators, especially those with more complex pre/emergent communication profiles To link with SCERTS</p>	<p><u>Raising Attainment and achievement</u> Embedding technology skills across curriculum (focused on literacy especially writing)</p>	<p><u>Raising Attainment and achievement</u> Embedding technology skills across curriculum (Focused on use of technology skills in Numeracy)</p>
2.	<p><u>Raising Attainment and achievement Curriculum: Health & Wellbeing</u> (My Healthy World) To establish a curriculum pathway across the IDL planning process. To increase the consistency of content and curriculum pathway to ensure progression through the Benchmarks and Milestones To explicitly interlace HWB, Nurture and Rights Respecting Schools.</p>	<p><u>Raising Attainment and achievement Curriculum: RME learning and ethos</u> (My cultural world)</p>	<p><u>Raising Attainment and achievement Curriculum: Social Studies</u> (My Historical World)</p>
3.	<p><u>Curriculum/ Sustainability: STEM</u> (MY Scientific World) Embedding high quality learning and teaching in STEM priorities across the school: Focussing on play-based, Interdisciplinary, and real-life. To increase the quality of science learning with a wider range of Interdisciplinary Learning Themes including 'My Future world' (sustainability) Investigate the use of the SLC progression pathway to inform planning and focus on skills, differentiated for West Mains context as necessary.</p>	<p><u>Raising Attainment and achievement Curriculum: Expressive Arts</u> Process & skills progression (My Cultural World)</p>	<p><u>Raising Attainment and achievement Curriculum: Social Studies</u> (My World of Work) (My Geographical World)</p>
4.			

Context of School

West Mains School is a Stand-Alone ASN School co-located with Halfmerke Primary School. We specialise in supporting children with complex communication and language differences, often related to extreme ASD, with demand avoidant profiles. 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 suite, known as The Nest/Rainbow Room where children are supported through more complex attachment or social development needs. Our approach has individualised intensive targeted interventions at its heart. There are opportunities for targeted groups to be supported with social/emotional development in a range of creative ways and more traditional Nurture Group intervention approaches. We also build time for all children to access experiences within the Nurture Suite so that all learners value and benefit from the nurture provision.

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. These themes focus on a curricular area- My World- with other curricular areas integrated as an Interdisciplinary Learning Theme. Big questions, generated with learners, are used to motivate and inspire learning. This allows deep, 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. The appointment of a Principal Teacher with specific interest and experience in supporting learners through AAC will give opportunity for her to lead initiatives to increase and improve our use of more technology-based AAC, linked to SCERTS. 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. Digital resources have been enhanced through successful grant bids and Participatory Budgeting (PEF). We have purchased a class VR set and programmable resources, such as Marty the Robot to enhance digital learning across the school.

We value the importance of family engagement with all aspects of West Mains and learning working to provide opportunities for families to partner with us in supporting pupils to be the best that they can be. We have a very active and engaged Parent Council, who support the work of the school very effectively. With the support of the Parent Council, we are developing effective and supportive links with the local community and businesses.

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

Strategic Priority 1 Improvement Planning and Standards and8 Quality Reporting for 2024/2025: Technology linked to AAC and Communication

<p>NIF Priority (select from drop down menus) Placing the human rights and needs of every child and young person at the centre of education NIF Driver School and ELC leadership School and ELC leadership</p>	<p>SLC Priority (select from drop down menus) Ensure inclusion, equity and equality are at the heart of what we do Improve Health and Wellbeing to enable children and families to flourish</p>	<p>SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined</p>	<p>HGIOS?4 QIs (select from drop down menus) 3.1 Ensuring wellbeing, equality and inclusion 1.3 Leadership of change 2.5 Family learning HGIOELC QIs (select from drop down menus) Choose an item. Choose an item. Choose an item.</p>	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<ul style="list-style-type: none"> To support learners with pre/emergent communication skills to interact with others more effectively To raise awareness, train and embed SCERTS principles for all West Mains School staff and stakeholders. To empower families to co-construct approaches to support their children. Staff and parents have expressed concern about how to further enhance communication and promote AAC. This is an especial concern for those learners where observation and interpretation of behaviour is key to understanding communicative intent. To ensure West Mains is fully compliant with Scottish Government legislation and guidance 	<ul style="list-style-type: none"> By June 2025 a shared understanding of SCERTS across the school by staff. By June 2025 awareness raising, and parental workshops will inform and motivate targeted parents to use AAC at home. School staff will integrate effective approaches used at home into communication supports. By June 2025 targeted pupils' support needs will be assessed and monitored using SCERTS framework. By June 2025, identified pupils for intervention will have increased their social communication level within SCERTS framework, By June 2025 targeted learners will have individualized AAC support in place (either low or high tech) and communication passports in place for all pre/emergent communicators. 	<ul style="list-style-type: none"> SCERTS training and support network Opportunities for pupil leadership and voice explored Clear Action Planning by PT with support from Speech and Language Therapist. PT to liaise with CALL Scotland as appropriate Review Research from Dundee University, especially Dr Lynsey Burke <i>Leading by Listening: A Playful Approach.</i> (Literature review for other research too) 	<ul style="list-style-type: none"> Staff questionnaires before and after training to indicate at least 50% increase in understanding of SCERTS, and at least 20% confidence in using the approaches with learners. Parental feedback indicates at least 30% satisfaction. HIGIOS self-evaluation 	<p>HT/DHT PT ICT Co-ordinator Speech and Language Therapist</p>
<p>Progress and Impact Inclusion Across West Mains School</p>			<p>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p>	

Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2024/2025: NURTURE/HWB

NIF Priority (select from drop down menus) Improvement in children and young people's health and wellbeing NIF Driver Parent/carer involvement and engagement Choose an item.	SLC Priority (select from drop down menus) Improve Health and Wellbeing to enable children and families to flourish Ensure inclusion, equity and equality are at the heart of what we do	SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	HGIOS?4 QIs (select from drop down menus) 2.1 Safeguarding and child protection 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion HGIOELC QIs (select from drop down menus) 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"> Work towards achieving silver accreditation for 'Rights Respecting School' Linking Rights Respecting Schools and Nurturing Principles to the HWB Curriculum more formally. Establish SCERTS principles and approaches across the school, share with parents and other stakeholders SLC 'The Role of Rights, Equalities and Sustainability in our Curriculum' document to inform and be integrated into development of SQIP. Staff expressed a desire for more formal leadership opportunities to develop curricular improvement projects. Using professional enquiry approaches will support staff to develop leadership skills HWB Curriculum pathway reviewed and used to inform planning, learning and teaching, and assessment. 	<ul style="list-style-type: none"> By June 2025 RRS Silver Award criteria are evidenced across the school. All staff, Visiting Services and families are aware of these criteria and working towards implementing them effectively for West Mains learners. By June 2025 RRS Silver Award granted to West Mains School. By June 2025 information documents will be prepared and shared with all staff, families and visiting services. Pupil friendly versions will be created using digital technology and/or Infogrammes. By June 2025 clear HWB pathway in place and piloted to inform planning for Interdisciplinary Learning and discrete projects. By June 2025 a shared understanding of SCERTS across the school by staff. By June 2025 Professional Enquiry will evidence impact of the interventions and improvement project. 	<ul style="list-style-type: none"> Staff, pupil and family working groups establish how RRS Silver Award criteria to be met within West Mains School, empowering pupil voice in creative ways, using interpreting play where possible. All teachers will complete an audit of UNCRC using GTCS Standards. Parents/families will be invited UNCRC event and sent information through the usual channels Assembly will have a Right of the Month to raise awareness and understanding. These will be from our 9 differentiated list developed in 2023-24 as part of our Bronze Award. Whole staff group HWB working party (with smaller group input where necessary) will be led by DHT supported by PT and HWB Lead. Clear Action Plan in place. Opportunities for staff to use Professional Enquiry approaches to develop aspects of the development and/or piloting of the HWB Pathway. HWB Curriculum Pathway in place and piloted. Appropriate documents written and shared with staff, families, learners and visiting services (eg procedures/ information) 	<ul style="list-style-type: none"> RRS Silver Award feedback highlights good practice within West Mains School, especially how we differentiate and support understanding within our ASN context Equalities and Rights will be firmly established within curriculum building evidenced in 70% of teacher Planning and Evaluation documents and/or in Quality Assurance evidence By June 2025 the role of Equalities and Rights in Curriculum Building is understood by 80% of staff and evidenced by SLT/Peer observation in 70% of classes All teaching staff express understanding and confidence in using HWB Curriculum Pathway and 70% using it to inform planning, learning and teaching, and assessment. Staff questionnaires before and after training to indicate at least 50% increase in understanding of SCERTS, and at least 20% confidence in using the approaches with learners. At least 50% of Family/Parental Focus group express positive feedback and feelings of confidence and empowerment. Some staff use small-scale Professional Enquiry to provide evidence for the effectiveness of aspects this improvement priority. 	HT/DHT PT with HWB Lead Parental focus group Teacher professional enquiry
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 2024/2025: **SCIENCE**

NIF Priority (select from drop down menus) Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver Curriculum and assessment Teacher and practitioner professionalism	SLC Priority (select from drop down menus) Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Empower learners to shape and influence actions on sustainability and climate change	SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined Choose an item.	HGIOS?4 QIs (select from drop down menus) 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"> Staff confidence in teaching, skills progression and assessment of STEM was increased through training and input from the SSERC Mentor last session and have expressed that this needs to be consolidated and contextualized for the West Mains context. There is a need to explicitly integrate Sustainability into the IDL planning cycle Lunchtime Eco Club led 'Love Food, Hate Waste' project in 2023-24. This empowered them to make a difference in school by making posters, monitoring waste and sharing the results. Staff have expressed interest in working collegiately to extend play-based and literacy-rich approaches to STEM. Teaching staff need time and opportunity to use the SLC Science Curriculum Pathway to inform planning and focus on skills, evaluating whether there is a need to differentiate for an ASN context. New resources have been purchased, and existing resources categorized centrally. SSERC will continue as the Improvement Priority for the Calderglenn Learning Community giving an ideal context for exploring improvements in STEM 	<ul style="list-style-type: none"> By June 2025 staff self-evaluation will evidence increased confidence and expertise in the teaching STEM in creative ways (50% of teachers) By June 2025 Guidelines/ progression written and in place, supporting staff understanding and confidence. Staff confidence and understanding of skills-focused approaches enhanced and acknowledged by at least 70% of staff By June 2025 Learning Trios process will evidence high quality learning and teaching in STEM for 50% of classes By June 2025 STEM Curriculum Pathway and Sustainability Curriculum Map will be in place to inform planning and promote a focus on skills-based learning and teaching. This will include sustainability. (My Future World) 	<ul style="list-style-type: none"> Collaborative working and professional learning opportunities Opportunities for family consultation and information sharing on STEM development. Opportunities created for parents and community to support the development of STEM through planned events: eg clubs, challenges, and stay and play. Pupil Voice and leadership opportunities Opportunities for pupils to participate in activities to 'empower them to shape and influence actions on climate change and sustainability'. through STEM learning and extra-curricular clubs 	<ul style="list-style-type: none"> Appropriate documents written and shared with staff, families, learners and visiting services (eg procedures/ information) Teachers' self-evaluation Observation that staff curiosity, commitment, creative courage and collaborative capacity has increased Paperwork for Learning Trios and STEM learning walks HGIOS Self-evaluation feedback Family feedback Evaluation of STEM clubs, challenges and competitions. 	HT/DHT PT STEM Mentor with Working Party
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or school maintenance agenda	

PEF Improvement Planning and Standards and Quality Reporting for 2024/25

SLC Stretch Aims						
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 0.5 FTE Teacher: £35455 0.4 FTE Principal Teacher (Equity) £2349 SSA: Overtime for class meetings and training £2864 • (22 staff x10 hours x £13.02 per hour)	£40688.42	<ul style="list-style-type: none"> DHT/PT Non class contact time to facilitate Nurture intervention and AAC development Increase in pupil engagement with learning and social interactions and HWB as evidenced by Boxall (targeted learners) and SDQ (all pupil) progress on about half of indicators/teacher judgement 	Nurture group, Nurture interventions, Movement groups and sensory groups and clubs. AAC interventions: staff training, assessment SCERTS	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	£1000.00	<ul style="list-style-type: none"> Monthly monitoring of attendance data and sharing this with parents impacts attendance by an increase of 10% for half of the targeted learners. Personalised plans to support attendance increases attendance to above 70% 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. 	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 NAIT Guidance	Family feedback Attendance data		
Extra-Curricular Activities: 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. 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.	£17725	Targeted intervention for literacy and numeracy with progression evidenced by B-Squared data Family engagement with extra-curricular activities 50% targeted families attend at least 1 event	Movement groups and sensory groups and clubs. Expressive Arts groups. sports events Family clubs Offer opportunity for residential experience <ul style="list-style-type: none"> Gowanbank Inverclyde ASN sports camp Outdoor and forest school opportunities Visiting therapists and service providers	Pupil and family feedback		
STEM Resources To enhance and embed improvements 2023-24	£4000		Digital learning resources? Sustainability activities and resources	Teachers' professional		

				enquiry information and data		
Literacy resources and interventions Ongoing support for communication linked to SCERTS	£2000		Responsive to needs	Professional judgement Staff and pupil feedback		
Numeracy resources and interventions Ongoing support to enhance numeracy experiences, especially for complex sensory learners	£1000		Responsive to needs	Professional judgement Staff and pupil feedback		
Nurture Resources Ongoing support for Nurture interventions: targeted/group and whole school	£3000		Responsive to needs	Professional judgement Staff and pupil feedback		
Participatory Budget Consultative process to determine focus for 2024-25	£3675		Responsive to consultation process	PB consultation process data and records		
	TOTAL SPEND (incl carry forward) £73088					
<i>Progress and Impact</i>			<i>Next Step(s) and rationale to inform PEF spend session 2024/2025.</i>			

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 2024-June 2025</i>
Play pedagogy across the school- embedding principles and guidelines specific to West Mains	Teaching staff	<i>August 2024-June 2025</i>
ASP: ensure all aspects are consistent and monitored to impact learning	Teaching staff/families	<i>August 2024-June 2025</i>
B-Squared and Evisense : enhanced recording evidence of assessment. Enhanced use of data. Rationalise reporting	HT/PT Teaching staff	<i>August 2024-June 2025</i>
AAC: increased access to high quality low-tech AAC approaches and resources	AAC Ambassador	<i>August 2024-June 2025</i>
More explicit focus on 4 Capacities in planning and reporting	All Staff	<i>August 2024-June 2025</i>
Inclusion: share ethos paperwork with all stakeholders. Audit of resources to ensure equalities reflected well.	All staff	<i>August 2024-June 2025</i>
Attendance To raise awareness of the impact of absence on learning with parents with the aim to reduce more frequent/sporadic absence patterns To embed principles of <i>NAIT Anxiety Related Absence: A Guide for Practice</i> .to support learners with targeted needs.	SLT	<i>August 2024-June 2025</i>