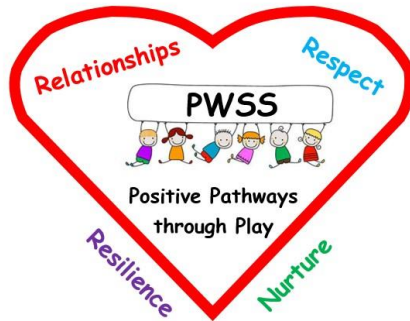


Framework for School Improvement Planning 2022/23

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Primary Wellbeing Support Service
Head Teacher	Gaynor Hale
Link QIO	Maureen MacLeod

School Statement: Vision, Values & Aims and Curriculum Rationale
<p><u>Our Service</u></p> <p>The Primary Wellbeing Support Service is based within Oxbang Primary School in Kirkintilloch. We have two classrooms specifically set up to create a nurturing environment. Our team consists of:</p> <ul style="list-style-type: none">• Team leader• 4 class teachers• 2 support for learning assistants. <p>All members of staff are highly experienced and have undertaken specialist training in the theory and practice of nurture and in working with pupils with additional support needs. We work to support inclusion of children experiencing difficulties in social/emotional development and/or behaviour, maintaining links with mainstream schools.</p> <p><u>Our Vision</u></p> <p>Equity for all children is a key action within the Wellbeing Support Base. We strive to create a happy, healthy, safe, secure and nurturing learning environment where every child is included. We use a play-based approach to encourage our learners to become fully involved in the learning process so that they are empowered to learn new skills and encouraged to make the best of their learning experiences. We encourage all children to become independent, active, lifelong learners and to achieve their full potential. We positively promote caring attitudes, respect and responsibility towards each other, the environment and the wider community.</p>

Our Values



Our Aims

Our aim is to achieve excellence and equity for all with a focus on relationships to support health and wellbeing, emotional literacy, inclusive practice and the development of the necessary skills required to access the full curriculum. We aim to promote engagement and achievement by providing a bespoke curriculum, which is personalised, motivating, challenging and enables pupils to reach their potential. Through play, active learning and direct teaching/modelling, we support learners to develop skills to become independent, to be aware of their social responsibilities, to be creative, healthy and to develop a positive attitude to life. We aim to provide a safe, nurturing, stimulating and happy learning environment with mutual respect being key and to promote equality of opportunity for all. We work hard to foster positive and productive partnerships with pupils, parents, outside agencies and the wider community.

Key features of the individualised learning programme for each child include:

- Daily opportunities to learn through play
- Responsive planning
- Family learning opportunities
- Outdoor learning
- Social and emotional skills development
- Opportunities for personal and wider achievement
- Contributions to the life of the base and the wider school community

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2022/23	2023/24	2024/25
Priority 1	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
Priority 2	Family engagement and partnerships	Family engagement and partnerships	Family engagement and partnerships
Priority 3	Inclusion, enterprise and wider achievements	Inclusion, enterprise and wider achievements	Inclusion, enterprise and wider achievements

Section 2: Improvement Priority 1	
School/Establishment	Primary Wellbeing Support
Improvement Priority 1	Health and Wellbeing
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Gaynor Hale and PWSS team

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NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
<p>Improvement in children and young people's health and wellbeing</p> <p>Placing the human rights and needs of every child and young person at the centre</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>school leadership</p> <p>teacher professionalism</p> <p>school improvement</p>	<p>QI 2.1 Safeguarding and child protection</p> <p>QI 3.1 Wellbeing, equality & inclusion</p> <p>QI 1.1 Self evaluation for self improvement</p>	<p>Improvement in children and young people's mental health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged</p> <p>Choose an item.</p>

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<p>Staff to lead in training opportunities such as Story Massage and Brook Traffic Light tool.</p> <p>Staff to take responsibility for Outdoor Learning and Play and Therapeutic Practices</p>	<p>External training</p> <p>Outdoor equipment and wider achievement opportunities as identified with pupils</p> <p>Breaking into the Playground by Carol Murdoch</p>	<p>Daily updates via Seesaw</p> <p>Planned opportunities to visit base</p> <p>Planned shared activities with parents such as craft, cooking, gardening</p>
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<p>All staff to undertake professional reading and research linked to emotional literacy, mental health, de-escalation, and therapeutic interventions</p>	<p>Social and emotional wellbeing</p> <p>Promoting healthy lifestyles</p> <p>Engaging beyond the school</p> <p>Partnership working</p> <p>Professional learning and leadership</p>	<p>School to provide PEF funding for pupil led interventions such as horse riding, music therapy, swimming...</p>

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Pupils supported and protected by staff training in CP	Training in Child Protection and other relevant issues	Training log completed, staff know procedures	In-service days Aug 22	Completed
Clear and shared understanding of service aims and underpinning values	Re-visit vision, values and aims with new pupils and members of staff	VVA agreed through consultation processes	Sept-Oct 2022	Staff have reviewed VVA and have started process of reflection and updating to relate to service at present (Oct'22). Pupils, parents and partners to be consulted.
Rights-based approaches to underpin the ethos of the service, and ensure that practice is developed through consideration of the UNCRC	Self-evaluation against UNCRC reflection guide. Undertake UNCRC establishment reflection tool and identify actions. Continue to develop class charters with pupils and	Self and establishment reflection tools completed, used for a focus of staff discussion and actions taking forward as staff development Development of class charters with pupils	Aug – Nov 2022	Pupils have created class charters which are displayed and referred to. Rights and responsibilities referred to and reflected in planning.

	<p>plan specific inputs incorporating rights and relating rights to everyday scenarios</p> <p>Engage in training provided by WOSDEC through EDC</p>	Embedding of class charters into everyday practice		Staff completed an establishment reflection tool and actions highlighted.
Pupils will have opportunities for therapeutic interventions to promote regulation	<p>Jane Drysdale to undertake online course in Story Massage (18 hours study)</p> <p>Jane to share learning and train staff in approach</p> <p>Story massage to be offered to pupils to support self-regulation and wellbeing</p>	<p>Staff will participate in Story Massage sessions led by Jane Drysdale</p> <p>Staff to offer this technique to pupils</p> <p>Progress and impact noted in daily record of work and pupil de-escalation and calming plans</p>	<p>In-service day 2 – 16.8.22</p> <p>Staff meetings on 23rd/30th August 2022</p> <p>Ongoing then after – review in Term 4</p>	Learning disseminated and all staff now able to offer this to pupils. Almost all pupils thoroughly enough, seek out and benefit from this approach.
Support staff to identify and respond appropriately to sexual behaviours	<p>Lynne McDonough to participate in the Traffic Light e-learning course online</p> <p>Lynne to disseminate learning with PWSS team and wider partners as required</p>	<p>Staff to engage in awareness raising session at weekly team meetings</p> <p>Staff will develop a consistent approach and script for pupils displaying sexualised behaviours/language</p>	<p>Staff meetings on 13th/20th September 2022</p> <p>Ongoing then after – review in Term 4</p>	Learning shared from course and resources, strategies and techniques shared. To review throughout or as required.
Pupils and staff feel supported and safe	Staff training in module 2 of CALM and re-accreditation	<p>Monthly review and training logs</p> <p>Learning/skills implemented to support</p>	<p>Training twilights</p> <p>Re-accreditation</p>	Staff undertook twilight sessions over a 6 week period.

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Building of trusting relationships through play and pupil-led reflection and planning		Staff re-accredited	on in-service 14 th October 2022	
Pupils will be supported to use the outdoor environment as an extension to the classroom and supported to use this space to help with self-regulation and wellbeing	Activities identified, planned and evaluated with pupils Outdoor Learning will focus on: <ul style="list-style-type: none"> • Skills • Fitness/co-ordination • The role of outdoors in co-regulation and self-regulation 	Engagement and involvement assessed SDQ, Boxall and Leuven Scale to evidence increased wellbeing Pupil feedback to establish effectiveness and next steps	Throughout session	Pupils access the outdoor environment on a daily basis including within and out with the school grounds. Outdoor education input planned from 28.10.22 for a six week block.
Use PRD/self-evaluation to further develop staff leadership roles across the team	Staff have responsibility for identified areas which will be reviewed at next PRD	Pupil engagement and pupil voice Increase in self-esteem/efficacy in pupils Inclusion opportunities increased Increase in staff morale and sense of achievement		All staff have identified leadership responsibilities – Jane: play/outdoor learning, Carole: family events, Lynne: wider achievement and community links, Lisa: inclusion opportunities, Helen: ordering and awards, Louise: transport.

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Section 2: Improvement Priority 2	
School/Establishment	Primary Wellbeing Support
Improvement Priority 2	Family engagement and partnerships
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? PWSS, families, partner schools

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Choose an item.	parent / carer involvement and engagement school leadership school improvement	QI 1.5 Management of resources to promote equity QI 2.5 Family Learning QI 2.7 Partnerships	Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff to lead family sessions	As identified through agreed focus	Attendance at planned sessions and events
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Reading around family learning approaches	Social and emotional wellbeing Engaging beyond the school Partnership working	N/A

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Families feel included and involved. Improved partnerships to support pupils. Trusting and supportive relationships are built between staff, pupils and parents.	Continue use of Seesaw to share learning and information with parents and partners Support new pupils, their families and the TAC to access this	Family and partner engagement Data from Seesaw	Throughout session	Almost all families engage daily with Seesaw Some partners also engage regularly with this.
	Plan termly family events – open days, coffee mornings, sharing learning events etc.	Attendance from families Wellbeing and engagement	Termly	All parents attended the planned event in term 1. Collegiate calendar been updated to ensure termly sessions planned.
	Family learning sessions implemented	Questionnaires pre and post sessions Engagement monitored	Feb onwards	Calendar updated to ensure specific weeks for family visits. Visits in term 2 and 4 will also include parental involvement in self-

				evaluation of the service.
	Termly target paperwork simplified and child friendly version shared with families and partners	Paperwork simplified and child version devised to share with pupils and their families	Aug 2022	Target setting and reporting streamlined and more specific to barriers to inclusion.
Partnership working and collegiality	Mainstream schools to contribute to target setting and reporting	Input from mainstream staff	Termly	Section added to reporting document for mainstream school and EP to add comment. Reintegration paperwork now in place to encourage an inclusive and collaborative approach.
	PWSS to liaise with schools to ensure regular TAC meeting and opportunities for visits either staff to PWSS or visits to mainstream for pupils	Dates identified termly Pupil wellbeing and engagement	Throughout session	Regular meetings ensure review of suitability of placement. Reintegration paperwork been introduced this session alongside SDQ and Boxall assessments to support pupils ready

				<p>to return to mainstream. This is discussed during planned meetings with actions listed. Staff invited into base to share strategies. Issues still around schools being able to staff an increase back into mainstream as staffing has been reallocated or reduced. Dates have been identified for visits. Oct – Balnaldy and Lairdsland have visited.</p>
				<p>GH attends cluster and LPG meetings and ensures the team are involved in relevant collegiate activities. Would be beneficial for equivalent opportunities to be</p>

				available for ASN resources – possible working party set up to plan this? Staff attending the Talking Mats training this session.
Pupils, parents and partners are involved in evaluation processes of service				Collegiate calendar updated to ensure questionnaires be sent to families, schools and partners to evaluate service and evidence improved outcomes. As well as regular learning discussions already in place - pupils to RAG selected assessment materials and pupil voice to be included on targeted work.

Section 2: Improvement Priority 3	
School/Establishment	Primary Wellbeing Support
Improvement Priority 3	Inclusion, enterprise and wider achievements
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? PWSS staff and partners

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people's health and wellbeing Improvement in skills and sustained, positive school-leaver destinations for all Closing the attainment gap between the most and least disadvantaged children	parent / carer involvement and engagement school improvement Choose an item.	QI 3.3 Increasing creativity and employability QI 3.1 Wellbeing, equality & inclusion QI 2.7 Partnerships	Improvement in children and young people's mental health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people Closing the attainment gap between the most and least disadvantaged

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Pupils to lead on a project and have responsibility for the roll out	As identified once focus agreed	Parents/carers invited and encouraged to support pupils through process
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Research into local charities	Social and emotional wellbeing Engaging beyond the school Partnership working	N/A

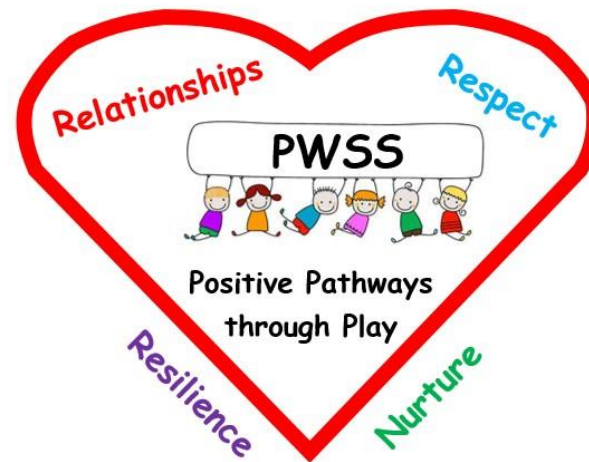
Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Inclusion opportunities identified within Oxgang and mainstream schools	Team leader to meet with SMT of Oxgang and pupils' mainstream schools to identify opportunities for inclusion	Attendance, engagement, increased wellbeing SDQ/Boxall information	Aug 2022 - ongoing	Lisa Allan has leadership responsibility for inclusion and has met with SMT of Oxgang. All pupils have opportunities to attend SFA football

				<p>sessions. There are opportunities to join Oxbang for outdoor playtimes and to access the dining hall and for Oxbang pupils to come to the base. Some pupils are managing increased time in their mainstream schools and PWSS staff are working with school staff to increase this where applicable. Staff member has leadership role for inclusion and linking with schools. Plan is for some Oxbang pupils to join lessons in base and have opportunity to take part in outdoor education sessions – positive role models.</p>
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Pupils to lead and have responsibility for planning an event to support a local charity or project	Pupils and staff to research charities/projects for fundraising opportunities within the local community Promotion of using own skills to make a difference	Charity/project agreed after research and discussion	Jan/Feb 2023	
	Pupils to contact charity to seek more information	Contact made	Feb 2023	
	Pupils to plan an event to raise funds for charity	Event decided, format agreed	Feb/March 2023	
	Pupils to design posters, leaflets etc. to promote event	Pupil engagement	Feb/March 2023	
	Pupils to contact parents/carers and partners to inform of event and invite	Pupil engagement and target audience participation	March 2023	
	Pupils and staff to host event	Attendance at event, pupil engagement and wellbeing	March 2023	
	Staff to support pupils in calculating raised funds and making donation to charity	Goal achieved	March 2023	
Staff and pupils to identify variety of opportunities for wider achievement. Pupil voice to lead. Increase in self-esteem, self-efficacy and wellbeing	Activities identified, planned and evaluated with pupils Consult with wider partners and external suppliers	Engagement and involvement assessed SDQ, Boxall and Leuven Scale to evidence increased wellbeing	Throughout session	

Primary Wellbeing Support Service



Service Improvement Plan 2022-23