



School Improvement Plan	Willowbank School
Head Teacher	Mrs Tracy Smallwood
Senior Education Manager	Iain Burgoyne
Date Submitted	26 June 2023
Session	2023 – 2024

School's/Centre's Vision and Values	<p>Our school vision and motto is “Be The Best You Can Be”.</p> <p>Our school values are in line with “Safe, Health, Active, Nurtured, Achieving, Respected, Responsible and Included”.</p> <p>Our school aims are:</p> <ol style="list-style-type: none"> <li>1) To deliver all aspects of the modern curriculum for excellence by <ul style="list-style-type: none"> <li>• motivating pupils to be successful learners</li> <li>• enabling pupils to be confident individuals</li> <li>• providing opportunities to practise responsible citizenship</li> <li>• encouraging pupils to be effective contributors</li> <li>• ensuring every individual need is met</li> </ul> </li> <li>(2) To provide a safe, secure and happy environment where every child reaches their full potential.</li> <li>(3) To raise self-esteem and attainment through the celebration of achievement and success.</li> <li>(4) To develop pupils' personalities, talents and physical abilities in a variety of settings allowing them to reach to their fullest potential in school and the wider community.</li> <li>(5) To minimise the effect of additional support needs as a barrier to learning and to provide learning experiences that are stimulating, challenging and age appropriate.</li> <li>(6) To maintain good lines of communication within the school, with parents and with the wider community.</li> <li>(7) To develop partnerships with other establishments and agencies in the local community.</li> <li>(8) To develop Willowbank School in accordance with East Ayrshire's Improvement Plan, the Community Plan and the Scottish Government's National Priorities.</li> </ol>
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Rationale	In arriving at our improvement priorities, we took account of East Ayrshire's Integrated Children and Young People's Service Plan and East Ayrshire Council's Community Plan. We also took account of the legislative responsibilities in respect of GIRFEC, parental involvement, health promotion, disability and equality.
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In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

<b>Consultation on improvement plan includes the following stakeholders:</b>	<b>Completed</b>
Children and Young People	✓
Parent Council and Forum	✓
Teachers, practitioners and ALL school/centre staff	✓
Volunteers/ Community partners	✓
Local bodies representing teachers, staff, volunteers and any	✓

<b>Content of plan</b>	<b>Completed</b>
Takes account of strategic priorities outlined in the education authority's Annual Plan.	✓
Takes account of the strategy for parental involvement under section 2 (4A)	✓
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	✓
Scottish Government Tackling Bureaucracy working group recommendations have been	✓

parent bodies further associated to the school/centre.	
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considered when planning for improvement and in the improvement activities specified	
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	✓
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	✓

Head Teacher Signature:

*Tracy Smallwood*

## Pupil and parental strategic involvement

<i>For session 2023-24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i>	<i>For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i>
PEF Consultation Pupil Council ECO/Fairtrade/RRS/UNCRC Council Committees Annual elections School assemblies Visuals/AAC/Talking Mats Learner Participation Observation of behaviour and participation in lessons	PEF Consultation School/HT Blog Parent Council Communications Questionnaires/School App Surveys Budget/PEF/Recruitment Parent representative at Pupil Council meetings Learning Journals

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i> <i>Literacy</i>	Improved pupil voice through the development of a range of total communication methods and increased opportunities for staff professional development in Alternative and Augmentative Communication approaches, Autism and Sensory pedagogy.	Year 2023 – 2024 Rationale for improvement priority based on evidence: <ul style="list-style-type: none"> <li>• ILP data/targets</li> <li>• Professional dialogue/observations</li> <li>• PRD/EAGER</li> </ul>
<b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy	<b>NIF Driver</b> Parental engagement <b>School Improvement</b>	<b>HGIOS QI's for self-evaluation</b> <b>HGIOS/ HGIOSELCC QIs for self-evaluation</b>  1.1,1.2 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>• We will develop <b>SymbolStix visual recipes</b> to promote pupil independence and skill development.</li> <li>• We will ensure all symbolised resources, timetables, worksheets and signage use <b>SymbolStix</b>.</li> <li>• We will provide staff training in <b>SymbolStix</b>.</li> <li>• We will continue our <b>Makaton Friendly</b> journey, working towards Gold Status.</li> <li>• We will continue to develop <b>Makaton Training</b> for staff, parents and partners (<b>PEF</b>) and we will increase consistent use of Makaton and AAC approaches including digital technologies/visuals throughout the school. We will purchase and use technologies to support in all areas of literacy learning. (<b>PEF</b>)</li> <li>• We will explore the <b>Pragmatic Organisation Dynamic Display</b> (PODD) approach to AAC and implement for specific pupils as appropriate. (<b>PEF</b>)</li> <li>• We will ensure all pupils have an up-to-date <b>Communication Passport</b>, and that leavers have an enhanced version. We will follow AAC specialist advice for those pupils requiring an enhanced assessment and further develop the Communication Champion role in order to support and develop teachers' confidence in and consistent use of approaches to communication and engagement in classes. In class support for teachers (<b>PEF</b>)</li> <li>• We will support all secondary pupils to gain <b>English or Communication qualifications</b> in National 1 or National 2, in house and via Ayrshire College.</li> <li>• We will provide <b>condition-specific and sensory training</b> for all staff.</li> <li>• We will encourage <b>parental engagement</b> through family learning (<b>PEF</b>), transition events, social media, Café, training (<b>PEF</b>) food and technologies (<b>PEF</b>) and school events.</li> </ul>	TW All staff KCC KCC KCC, KH  All staff, KH, CM  All secondary staff  Secondary staff  KCC, All staff NM	October 23 June 24 October 23 October 23  February 24  June 24  June 24 June 24 June 24 Dec 23

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Makaton trainers to update license, purchase of Makaton books/resources Purchase of AAC devices Appoint a PODD trainer, purchase books/discs Specialist teacher – visual recipes, parental engagement, sessions	Dissemination of Makaton Language Programme and PODD to all staff, consistency in approach to communication across the school, increased communication and independence from pupils (Impact tracked via Learning Journals progress tracker and SQA Awards data)	KCC, KH KH KH, CMcP TW	June 2024

<p><i>Reflective Notes (May include notes on progress, evidence ,specific success, challenges)</i></p> <ul style="list-style-type: none"> <li>• <i>Makaton training in place for staff, awareness sessions for community partners, parents and taxi drivers/escorts –will provide continuity for pupils and will support a total communication approach.</i></li> <li>• <i>Makaton will ensure a consistent communication approach across the school –engagement of parents, business and partners.</i></li> <li>• <i>Makaton tutors (inhouse)– will increase the confidence of staff as well as the consistency of training delivery.</i></li> <li>• <i>New Speech and Language Therapist appointed by NHS - all pupils will have a new or updated Communication Profile. Communication Passports in place for leavers and use of AAC specialist to support pupil voice – will ensure staff (including adult service partners) having the required knowledge to support a consistent, robust communication approach for all pupils, increasing pupil communication, learner participation and pupil voice.</i></li> <li>• <i>Parent representation and increased engagement using forms, virtual technologies, school app – builds relationships, confidence and wellbeing – benefit pupils both in/out of school</i></li> <li>• <i>Increased and consistently appropriate use of individual communication and visual supports across classes</i></li> <li>• <i>Increased pupil voice in classes and throughout the school noted through informal and formal observations</i></li> <li>• <i>Pupils effectively engaged in appropriately resourced creative literacy and communication activities in classes noted through informal and formal observations – Tac Pac, Story Sacks, AAC devices, symbols, visuals etc, technologies used as appropriate to support and ILP targets achieved more than 90% for most learners Increased positive relationships demonstrated through quality interactions with pupils.</i></li> <li>• <i>Pupils supported to understand emotions using range of strategies and to co and self-regulate appropriately resulting in reduced incident reports and a positive impact noted and discussed across home and school at holistic annual review.</i></li> <li>• <i>Sensory needs of learners being met through timetabled activities as a result of clearer assessment</i></li> <li>• <i>Increased teacher understanding of developmental stage through use of Learning Journals Data Trackers.</i></li> </ul>
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N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i> NUM, DYW,	Pupils will be given equity of choice within their school and local community to encourage them to participate their fullest ability and potential	Year 2023 – 2024 Rationale for improvement priority based on evidence <ul style="list-style-type: none"> <li>• ILP data/targets</li> <li>• Professional dialogue/observations</li> <li>• PRD/EAGER</li> </ul>
<b>NIF Priorities</b> Closing the attainment gap between the most and least disadvantaged children	<b>NIF Driver</b> School improvement	<b>HGIOS QI's for self-evaluation</b>  1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 3.1, 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>• We will provide <b>real-life contexts for numeracy and mathematics</b> through Enterprise and Developing the Young Workforce opportunities across the school (in-house, Park School links, external partners and providers).</li> </ul>	NM	Dec 2023
<ul style="list-style-type: none"> <li>• We will collaboratively develop our school <b>vision and rationale behind Enterprise and Developing the Young Workforce.</b></li> </ul>	All staff	Dec 2023
<ul style="list-style-type: none"> <li>• We will extend opportunities for pupils to work in <b>school café projects</b> (class/school, family engagement, links with Park School). <b>(PEF)</b></li> </ul>	NM	Oct 2023
<ul style="list-style-type: none"> <li>• We will enhance opportunities for pupils to experience active numeracy and mathematics through <b>Health and Wellbeing and cookery</b> initiatives.</li> </ul>	TW	June 2024
<ul style="list-style-type: none"> <li>• We will support all secondary pupils to gain <b>work experience qualifications</b> in National 1 or National 2.</li> </ul>	All sec staff	June 2024
<ul style="list-style-type: none"> <li>• We will link with <b>Ayrshire College</b> providing our pupils with the opportunity to experience and access college, alongside peers from <b>Hillside</b>, in a safe setting to achieve.</li> </ul>	Secondary staff	Sep 2023
<ul style="list-style-type: none"> <li>• We will create links with local community business partners in order to <b>Develop the Young Workforce</b> and <b>DofE</b> through engaging and meaningful work experience opportunities providing inhouse, outhouse (where appropriate) work experience for our Secondary pupils developing links with the local community, partners and parents.</li> </ul>	NM	Feb 2024



PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Purchase resources Purchase personalised merchandise	Development and diversification of existing external partnerships to widen experiences offered to pupils, increased pupil engagement and skills development.  (Impact tracked via Learning Journals progress tracker and SQA awards data)	NM NM	Oct 2023

**Reflective Notes** *(May include notes on progress, evidence ,specific success, challenges)*

Pupils confidently engaged in a buddying programme  
Pupils took on Eco responsibilities within school – recycling with transferrable/independent skills being used as homework/family engagement  
Pupils led (with support) the pupil council contributing their ideas and having a voice through a range of AAC devices  
Developing the Young Workforce – tuck shop, mobile library, school café, community café, toy library, theme resources – increased confidence  
MOVE day – full school involvement, Centre of Excellence  
Enhanced, bespoke work experience programmes for individual pupils to allow skills to be transferred into real life contexts.

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session*

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	Improved mental, emotional and physical health and wellbeing for staff, parents and pupils giving Every Pupil, Every Chance through the use of complementary therapies and supported by appropriate learning and teaching strategies and resources	Year 2023 – 2024 Rationale for improvement priority based on evidence <ul style="list-style-type: none"> <li>• ILP data/targets</li> <li>• Professional dialogue/observations</li> <li>• PRD/EAGER</li> </ul>
<b>NIF Priorities</b> Improvement in children and young people's health and wellbeing	<b>NIF Driver</b> Parental engagement <b>School Improvement</b>	<b>HGIOS QI's for self-evaluation</b> 1.3, 1.5, 2.1,2.4, 2.5, 2.7, 3.1, 3.2,3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>• We will work towards re-instating a <b>residential experience</b> to secondary pupils. <b>(PEF)</b></li> <li>• We will ensure we take into account the <b>Cost of Living Crisis</b> when planning events, opportunities and experiences. We will ensure no financial barriers exclude any pupil or family from any experience.</li> <li>• We will work with the <b>School Counselling Service</b> to develop a meaningful and sustainable partnership to enhance the health and wellbeing of pupils.</li> <li>• We will provide all <b>staff opportunities for leadership roles</b> linked to school priorities and appoint Champions in areas of sustainable development. <b>(PEF)</b></li> <li>• We will continue to engage with <b>sustainable development</b> opportunities to allow us to celebrate wider achievements – Eco Schools, RRS, Fairtrade, LGBTQ+ Charter, Sports Scotland Award, Green Tree School and DofE.</li> </ul>	NM KCC  NM  All staff  All staff	Apr 2024 Apr 2024  Jan 2024  Oct 2023  June 2024

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When
Subsidising costs to make events and opportunities accessible for all. Engagement with appropriate external initiatives.	Pupils to successfully engage in residential experience and to gain SQA National unit, maintenance of school awards.	All staff All staff	June 2024

Reflective Notes *(May include notes on progress, evidence, specific success, challenges)*

- Therapies supported by PEF – pupils able to participate and self-regulate through therapeutic experiences, increased pupil confidence, increased communication and independence.
- RSHP lessons in conjunction with NHS Adult Services for all secondary pupils – pupils have received age - and stage-appropriate, personalised RSHP inputs.
- Fully inclusive environment which boosts pupils' confidence, self-worth and understanding of others.
- New bespoke curricular packages for senior phase pupils providing outhouse experience – increased confidence and links to transition to adult services
- MOVE Co-ordinator, MOVE Trainer in-house, eight Senior MOVE Practitioners in school, parent working group, pupil profiles – pupils better supported in movement and mobility activities throughout the day. Presentation of good practice at MOVE Conference Europe 2021. MOVE Centre of Excellence in June 2023.
- The MOVE programme provides an inclusive skill-based movement curriculum for our complex learners. We will continue to develop the specific and bespoke programme to meet the social, physical and emotional needs of the young people, whilst focusing on improving independence and quality of life for both the young person and their family life.
- Increased staff awareness of Every Child, Every Chance - pupils able to fully engage in all areas of the curriculum and school life, regardless of poverty

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	Raising Attainment – Assessment  Improved assessment approaches through development of Learning Journals tracking tools.	Year 2023-2024 Rationale for improvement priority based on evidence <ul style="list-style-type: none"> <li>• ILP data/targets</li> <li>• Professional dialogue/observations</li> <li>• PRD/EAGER ePortfolios</li> </ul>
<b>NIF Priorities</b> Improvement in employability skills and sustained, positive school leaver destinations	<b>NIF Driver</b> Assessment of children’s progress <b>School improvement</b>	<b>HGIOS QI’s for self-evaluation</b>  1.2, 1.5, 2.2, 2.3, 2.7, 3.2, 3.3

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>• We will create and develop use of our own bespoke CFE Machine for monthly <b>HGIOS4 Quality Indicator audits</b> and moderate with challenge school.</li> <li>• We will explore opportunities to develop our approaches to <b>external moderation</b>.</li> <li>• We will use the CFE Machine for monthly HGIOS4 Quality Indicator audits and <b>moderate with challenge school</b>.</li> <li>• We will increase teachers’ confidence and professional judgement through consistent use of our <b>Pupil Learning Tracker</b> linked to milestones and benchmarks and shared moderation activities. We will review our quality assurance processes and share learning achievements and attainment via Learning Journals.</li> </ul>	KCC  All staff, SLT KCC  KCC	Sep 2023  Feb 2024  Sep 2023  Sep 2023

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When

Reflective Notes *(May include notes on progress, evidence, specific success, challenges)*

- Teachers examined Education Scotland Milestones and EAC Assessment Framework explore with other ASN schools to take into consideration the Milestones to develop a more streamlined approach to assessment, increasing staff confidence in professional judgement and consistent methodology – improving pupil learning experiences, with coherence and progression. Teachers able to confidently use milestones in reporting to parents.
- CFE Machine used by staff teams to audit Quality Improvement Indicators and moderation taking place with similar school – self-evaluation and professional dialogue improving staff confidence, understanding and professional reflection, ultimately leading to more efficient learning, teaching and assessment for all pupils.
- Bespoke ASN tracking tool in place, developed in collaboration with Data Intelligence Officer, featuring progress, teacher judgement and EAC monitoring scale – streamlined tracking and assessment procedures in place – providing overview of pupils successes and achievements
- Pupil engagement captured and shared, increased family engagement, positive impact noted and discussed at annual reviews. Clearer next steps identified through moderation, tracking and planners
- Successful pilot of Learning Journals, which has increased parental communication and resulted in 100% parental engagement. Development of the range of tracking tools used through Learning Journals. All staff accessing and contributing towards Learning Journals – continuation of skill development and peer mentoring.

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*



## **Our School Improvement Plan 2023 – 2024 Summary Version**



<b>PLAN</b>	
1.	_____
2.	_____
3.	_____



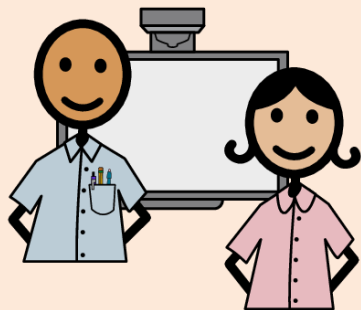
**In creating this School Improvement Plan, we have consulted with:**



**Children and young people**



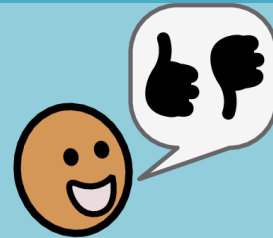
**Parent Council**



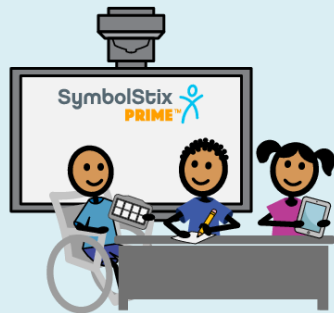
**Teachers and school staff**



**Volunteers and Community Partners**



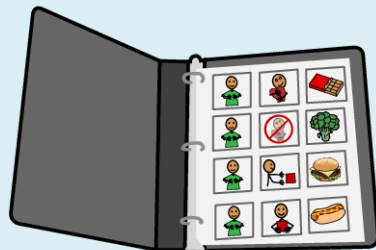
**We will improve Pupil Voice.**



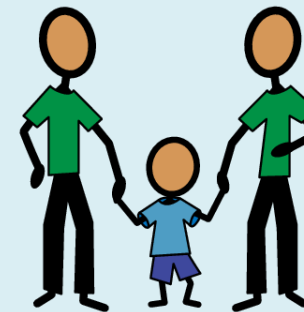
**Increase use of SymbolStix**



**Work towards Makaton Friendly Gold**



**Explore PODD communication approach**



**Increase family engagement**

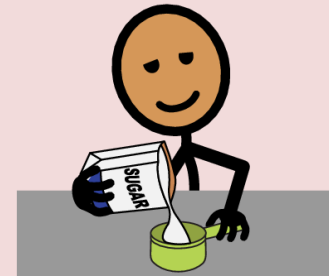




**We will assist all pupils to engage fully within the school and community.**



**Increase school café projects**



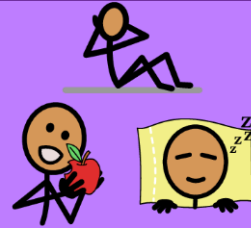
**Active Numeracy and Maths through Health and Wellbeing and cookery**



**Take part in courses at Ayrshire College**



**Opportunities for Work Experience**



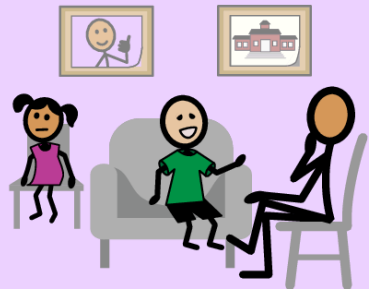
**We will further improve Health and Wellbeing.**



**Residential for secondary pupils**



**Mitigate Cost of Living barriers**



**Work with the school counselling service**



**Continue to engage with Sustainable Development opportunities**