

Isobel Mair Improvement Plan 2016/2017

Everyone Attaining, Everyone Achieving through Excellent Experiences

Together we are Getting it Right for Every Child



VISION, VALUES AND AIMS

Isobel Mair School and Family Centre are located within a specially designed building providing access to high quality learning environment and resources. Together they cater for young people aged 0-18 years of age. The needs of children attending our school and Family Centre are wide ranging and children, parents and staff are supported by a multi-disciplinary team of professionals.

The Family Centre also meets the needs of children, from the local catchment area, who are in their ante and pre-school years. Children attending the Family Centre either live in the direct catchment area of the Family Centre, or have been given a priority placement at the centre because an additional support need or vulnerability has been identified.

In addition to the main campus, there is provision for 3 Senior Classes within Woodfarm High School.

East Renfrewshire Council's Sensory Support Service (SSS) is also located within the school. This service supports children and young people, with a sensory impairment, attending ERC schools, to ensure that they fulfil their potential through the intervention of specialist VI / HI teachers working in partnership with children and young people, their families and schools.

Isobel Mair School's Inclusion Support Service (ISS@IMS) also offers support in the development of life skills to identified children in ERC's mainstream secondary schools. This service has now been running for 4 years.

The School and Family Centre are part of the Eastwood Cluster which includes Crookfur Primary School, Neilston Primary School, Uplawmoor Primary School, Mearns Primary School and Eastwood High School.

The school is a vibrant learning community with teachers, support staff and NHS staff working together to meet the very special educational needs of our pupils.

We aim to enable each child to develop to the highest level of which he / she is capable, within a safe, secure and welcoming environment. We provide a holistic approach to ensure effective implementation of Curriculum for Excellence. We strive to develop self confidence and the skills required for effective social interaction with others in the wider community, both now and in future placements. We establish curricular links with other schools which promote all aspects of social inclusion.

In our bid for continuous improvement, changes and challenges lie ahead for the staff, parents and pupils of Isobel Mair School and Family Centre and the purpose of this Improvement Plan is to state some of these challenges and to identify ways of meeting them effectively.

Priorities within the development plan are matched to Quality Indicators in **How Good is Our School ? (4th Edition)** and **How Good is our Early Learning and Childcare ?** These priorities are detailed below in the context of the wellbeing indicators (**SHANARRI**). They are also in line with East Renfrewshire Council Education Department's **Local Improvement Plan 2016- 2019, Single Outcome Agreement. (SOA)** and the **Five Capabilities in Education**.

Within Isobel Mair we encourage creativity and imagination therefore improvements may occur throughout the year that we have not necessarily planned for in advance. We see this type of improvement as an opportunity to be responsive to pupils' needs and to ensure that we are sector leading.

Methods of Gathering Evidence:

- Senior Leadership Team and all staff scrutinise achievement / attainment results within the target setting process.
- Results of SQA / ASDAN moderation.
- SLT regularly review Forward Plans and pupils' progress.
- Regular classroom visits by SLT.
- Minutes of Quality Team / Departmental meetings.
- Discussion by staff at staff meetings and on Inset Days.
- Formal and informal discussions with Speech and Language Therapists and Physiotherapists.
- Discussions with Educational Psychologists.
- Discussions with link QIO and QIO Early Years.
- Formal discussions with parents through Annual Reviews and Parent Council Meetings.
- 'Open Door' policy for parents, staff and pupils.

The audit process is a crucial element of the improvement planning process and central to effective school management. As part of the review and evaluation of school performance, the following processes were used at the beginning of the Improvement Planning Cycle 2016 – 2017.

- Staff responses to an audit of questionnaires. (March 2016)
- Parent responses to questionnaire '*How well are we doing?*' (March 2016)
- Pupil responses to questionnaire. (May 2016)
- Formal and informal visits by, and discussions with, the school's and Family Centre's link Quality Improvement Officer.
- Evaluation of Inclusion Support Service (May 2016)
- Evaluation of Sensory Support Service – Parents, pupils and mainstream teachers. (June 2016)
- Education Scotland Follow Through (April 2016)

Leadership and Management	
How good is our leadership and approach to improvement?	
Quality Indicator	Themes
1.1 Self-evaluation for self-improvement	Collaboration, Data, Impact
1.2 Leadership of learning	Engagement, Impact, Learner Led
1.3 Leadership of change	Shared Vision, Improvement and Change
1.4 Leadership and management of staff	Professionalism, staff wellbeing
1.5 Management of resources to promote equity	Resource Management

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation	GIRFEC	Capabilities
1	<p>The SLT provide strong leadership that promotes and sustains our aspirational vision</p> <p>All staff show commitment to the shared educational values of Isobel Mair</p>	<p>Share the vision for the School and Family Centre</p> <p>Consult with all stakeholders and review and adapt as appropriate through self evaluation</p> <p>Learners are supported to understand the vision aims and values through the four contexts for learning.</p> <p>SLA agreement with educational psychologists ensures that the vision is collaborative and supported – see agreement for further details</p> <p>SLA agreement with Speech and Language therapy ensures that the vision is collaborative and supported.</p>	<p>All</p> <p>SLT</p> <p>EPs (VM/ NS)</p> <p>SLTs</p>	<p>Term 1 review as required throughout the session</p> <p>Term 1 – Term4</p>	<p>IMS Server</p> <p>INSET Staff Meetings</p> <p>Assembly Framework for learning</p>	<p>Staff, Pupil and Parent Feedback</p>	<p>SHANARRI</p>	<p>Community Engagement, Modernising how we work, Digital</p>
2	<p>Staff engage regularly in professional dialogue to develop collective understanding</p> <p>IMS and FC has a range of effective systems and structures to facilitate regular collegiate working</p> <p>Staff are confident in discussing how they have improved their practice as a result of their professional learning activities</p>	<p>Share school improvement plan with all stakeholders and provide a collegiate framework of quality teams to lead specific improvement priorities:</p> <ul style="list-style-type: none"> o AAC Strategy Group (focusing on total communication strategy) o Teaching and Learning Strategy Group o Reading Quality Team o Complex needs Quality Team o Wider Achievement Quality Team o Outdoor Learning Quality Team o Early Education and Childcare <p>Further develop the training Matrix and record of CLPL opportunities recording impact, links to PRDs and professional update, link with Cluster CLPL newsletter.</p>	<p>Education Officer – Assessment and Moderation</p> <p>AAC Champions / PECS, Makaton, PODD, Intensive Interaction</p> <p>EPs (VM/ NS/AJ/YC/JH)</p> <p>Moderation Facilitators</p> <p>CLPL Coordinator</p> <p>Support for Parent led communication club</p>	<p>Term 1 – Term 3</p>	<p>Cluster Newsletter</p> <p>Cluster Glow Site</p> <p>IMS Server and website</p> <p>GTC website</p>	<p>CLPL / INSET Evaluations</p> <p>Moderation Event Evaluations</p> <p>Quality Team self – evaluation Gateway PRD Meetings CLPL Matrix monitoring</p>	<p>Achieving Respected, Included, Nurtured</p>	<p>Modernising The Way We Work</p>

3	Staff will work to ensure that there is an Impact on learners successes and achievements and the collaborative approach to self-evaluation for self-improvement	Our self-evaluation will focus on key aspects of learners' successes and achievements to show clear evidence of improvement based on actions taken as a result of self-evaluation. All stakeholders, including children and young people, will have shared ownership of this evidence and use it to plan continuous improvement.	Head Teachers Depute Head Teachers PTs	On-going	HGIOS4 Wider achievement quality team / spreadsheet to track wider achievement	CMG Meetings Minutes from Cluster meetings	Included Responsible Achieving	Data, Evidence and Benchmarking Prevention Community Engagement
4	Improve the management of the Maximising Attendance Policy	Reduce Absence Statistics and manage staff absence more efficiently.	HT / DHTs / PTs Business Managers (TBC) Donna Clark Admin Support (IMS)	Termly Review	Time	SLT Meetings Minutes from SLT meetings	Achieving	Modernising The Way We Work

Learning Provision	
How good is the quality of care and education we offer?	
Quality Indicator	Themes
2.1 Safeguarding and child protection	Arrangements and legislation
2.2 Curriculum	Learning Pathways
2.3 Learning, teaching and assessment	Planning, tracking and monitoring, Learning and engagement
2.4 Personalised support	Universal support
2.5 Family learning	Quality of family learning programmes
2.6 Transitions	Collaborative planning and delivery
2.7 Partnerships	Impact on learners, promotion of partnerships

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation	GIRFEC	Capabilities
5	The curriculum rationale and design clearly demonstrates the shared aspirational vision for Isobel Mair. Taking account of the 4 main priorities for everyone in Scottish Education within the National Improvement Framework. With a focus on improving attainment in reading, physical education and expressive arts this session will also focus on highlighting and capturing more efficiently wider achievement.	<p>The BGE curriculum rationale and design planned in collaboration with our learners to ensure that the principles of curriculum design are fully embedded in our planning through effective and suitable individualised pathways.</p> <p>Senior phase pathways are linked effectively to skills for work, post school destinations and DYW and include options for modern languages and National Qualifications as well as Duke of Edinburgh and ASDAN.</p> <p>Staff CLPL to ensure that the wider achievement tracking is understood, populated and accessible.</p> <p>To achieve the targets through robust evaluation and assessments, monitoring and guidelines.</p>	SLT, Teachers and Educators Learning partners	<p>INSET throughout the year and various CLPL sessions</p> <p>Term 1 initially and ongoing throughout the session</p>	<p>Collegiate time</p> <p>DofE</p> <p>ASDAN</p> <p>SQA - Glow</p>	<p>Classroom monitoring by SLT and peer observations</p> <p>Self evaluation IEPs</p> <p>Tracking of achievement and attainment</p> <p>Monitoring of wider achievement tracking</p> <p>SEEMIS</p>	Achieving Attaining	Data, Evidence and Benchmarking Prevention Community Engagement

6	<p>This session we will aim to achieve Silver Family Centred Approaches in School and Gold Family Centred Approaches in the Family Centre</p>	<p>POPP programme will also continue as part of the support for parents with young children from across the authority.</p> <p>The Parent council will be encouraged to play a more proactive role in the improvement of the school.</p>	<p>IMS FC Staff Janette Neillie (PT IMS) DHoC – Donna Quaile</p>	<p>Term 1- Term 4 assessment and moderation</p>	<p>Time, resources on server SLT support</p>	<p>Monitoring and visit from reciprocal center</p>		
7	<p>To raise attainment within Baseline Assessment and Developmental Milestones results in P1. At key milestones, our assessments will provide reliable evidence which we use to report on the progress of all children and young people. Our assessment evidence is valid and reliable</p> <p>Parents and carers are supported to actively and meaningfully engage in their children's learning and life within Early Learning and Child Care setting and those transitioning into Primary1</p> <p>Information sharing promoted through a range of actions.</p> <p>Improve practice pre birth to three improvement priority Including Stages of Development and Pre-birth to Three Curriculum for Excellence</p>	<p>Audit strengths and development areas identified through current data from Baseline and Developmental Milestones.</p> <p>Plan and implement opportunities to engage families in learning via :</p> <ul style="list-style-type: none"> ✓ BookBug ✓ Read Write Count ✓ Book Bags and Story Sacks ✓ Science Bags ✓ Rhyming Bags ✓ Forest Exploration ✓ Pop in and Play ✓ Open morning ✓ Communication Club (Makaton) <p>Sharing good practice, partnership working with health visitors and medical teams – Southbank Clinic facilitated by within the school to support families in the locale and share information.</p> <p>Within the Family Centre increase parental engagement with the Improvement Plan by sharing a more accessible plan and interactive display for parents.</p> <p>Attend CLPL and utilise ELC strategy and Education Scotland materials to develop a mini action plan (0-3).</p>	<p>Family Centre Staff DHoC Donna Quaile S Muir PT HT</p> <p>DHoC Joanne Todd</p> <p>CLPL – ERC – RR / JW Teams Balta, Texa and Lamba – DHoC JT</p>	<p>In preparation for Term 1 and ongoing throughout the session</p> <p>September 2016 Clinics as timetabled</p>	<p>Tracking Database Progression Framework</p> <p>National Improvement Framework</p> <p>Working group key workers</p> <p>Staff observations</p> <p>Care Inspectorate Education Scotland</p> <p>ERC QIO team ELC strategy and forums</p>		<p>Achieving Attaining Nurtured</p>	<p>Data Evidence and Benchmarking Prevention Community Engagement</p>
8	<p>Improve the transition planning for post school destinations by working with a wide range of partners to ensure that young people are families are supported effectively</p>	<p>Transition timetables for meeting planned and distributed early in term 1 – early liaison and planning with key partners including:</p> <ul style="list-style-type: none"> ✓ Young people and parents ✓ Third Sector (Enable, PAMIS etc) ✓ Health and Social Care Partnership ✓ Further Education ✓ Commissioned services 	<p>DHT (Sec) US ILT</p>	<p>Term 1 – 4</p>	<p>Meeting schedule planner</p> <p>Time</p> <p>The Big Plan</p> <p>Pupil Voice</p>	<p>Minutes Wider Achievement Tracking</p>	<p>Achieving Active</p>	<p>Modernising how We Work</p>

9	<p>Improve support for families and young people with regards to sleep. Through the provision of a sleep counseling service for children and young people with autism and other additional support needs including raising awareness of the impact of sleep issues with appropriate staff groups.</p>	<p>Formulate an action plan to facilitate the outcome, work collaboratively with colleagues, identify range of needs and level of support and range of services required.</p>	<p>HVT HT School Health Team</p>	<p>Term 1 – planning for the session</p>	<p>HVT Time Additional resources may be required following the planning session</p>	<p>Verbal and written evaluate feedback from colleagues, families and young people</p>	<p>Nurtured</p>	<p>Prevention</p>
10	<p>The Sensory Support Service will continue to make improvements to meet the needs of young people based on the thorough self-evaluation undertaken at the end of last session. These improvement will have a positive outcome for pupils across the authority with a visual and / or hearing impairment.</p>	<p>Actions include the following :</p> <ul style="list-style-type: none"> ✓ HI – develop procedures regarding referrals/discharges/FM equipment orders ✓ SSS referral form to change to include medical consent (this will be a more efficient way of accessing information) ✓ HI – visiting other authorities to share good practice ✓ HI – try to access funding for lip reading classes ✓ HI – provide BSL taster sessions for pupils ✓ Peer mentoring ✓ More efficient methods of sharing information ✓ Further consultation with parents (possibly providing a parent information night in term 4 – invite other professionals, past pupils etc. 	<p>SSS HT Educational Audiologist</p> <p>Liaison with other professionals as appropriate</p>	<p>Term 1 – Term 3 throughout the session 2016/2017</p>	<p>Time, CLPL RNIB</p>	<p>Evaluations, Minutes of meeting Pupil monitoring Reports</p>	<p>Nurtured, Achieving , Responsible and Respected</p>	<p>Digital, Modernising How we work, Prevention</p>

Successes and Achievements

How good are we at improving outcomes for all our learners?

Quality Indicator	Themes
3.1 Ensuring wellbeing, equality and inclusion	Wellbeing, statutory duties, inclusion and equality
3.2 Raising attainment and achievement	Overall Quality of Learners' achievement, Equity
3.3 Increasing creativity and employability	Digital literacy, Digital innovation Increasing employability skills

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation	GIRFEC	Capabilities
11	As learners move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievement.	<p>There is evidence that children and young people are applying and increasing their achievements through active participation in their local community.</p> <p>Track achievements using the appropriate method recording wider achievements for each young person which will be tracked against the four contexts for learning.</p>	<p>SLT, QT</p> <p>Joe McCaig QIO</p>	By June 2017	<p>Tracking Database Evidence folder</p> <p>GIRFEC resources</p>	Tracking Database, SLT	Responsible Achieving Included	Digital Data, Evidence and Benchmarking
12	Following a thorough self evaluation with all stakeholders the school environment has been reorganised this session to meet the needs of all our young people and to ensure that wellbeing, equity and inclusion is at the centre of our school.	<p>Identification and planning of classrooms, staffing and physical adaptations/ changes as required.</p> <p>Structure of effective communication to support change. Time allocated during INSET to facilitate change. Additional classroom added to Woodfarm campus.</p>	<p>All staff team</p> <p>SLT, PTs</p>	Term 1 INSET -	<p>Time, support with moving classrooms – digital support from ICT team</p> <p>Pastoral notes , wellbeing app, wellbeing concern form, Child Protection Chronologies</p>	Monitor and review – team meetings, wing meetings and departmental meetings.	Included, nurtured respected	Modernising how we work

13	<p>Learners benefit from extending partnerships with Woodfarm and Eastwood High Schools to access a wider and higher range of National Qualifications and resources including subject specialist teachers</p> <p>Learners from Woodfarm High School benefit from accessing National 3 qualification and learning with other pupils studying at the same level.</p>	<p>As the school continues to grow and attainment increases there is a need to extend access to subject specialists and resources to ensure that pupils achieve their potential.</p> <p>Liaise with High School SLT to plan timetabling.</p>	<p>SLT, Class Teachers HT – SLT Woodfarm High School / Eastwood High School SQA co-coordinator and SQA Nominee US</p>	Term 1	IEPs, Staffing and appropriate resources to deliver qualifications	Tracking, SQA attainment and moderation Assessments and planning	Attainment and Achievement. Included, Respected, Nurtured	Data, Evidence and Benchmarking
14	<p>Identify areas within cluster DYW provision requiring development in each school and across all schools</p> <p>Increase the number and range of business partnerships</p> <p>Learners accessing ISS@IMS will achieve work experience related qualifications this supports developing the young workforce</p> <p>School leavers benefit from extended work experiences placements timetabled to support post school positive destination and develop employability skills</p>	<p>Collate and analyse results from Cluster Audit undertaken in 2015/2016 and identify school and cluster areas for development.</p> <p>Investigate and create a database of business partners contact details and future planning details.</p> <p>Identify appropriate qualifications and register with SQA or other awarding body as appropriate.</p> <p>Utilise the business partners data to increase the range of work experience options and record within the wider achievement and SQA attainment records.</p>	<p>Cluster Working Group</p> <p>SLT</p> <p>Sue Laurie DHT US SQA Coordinator</p> <p>Business Partners – DHT / PT Sec SM Philo</p>	(pre) Term 1 Term 1 Term 1- 4	<p>SLT time and cluster management group meetings</p> <p>SQA, ASDAN, DofE</p> <p>Business Partners</p>	<p>Cluster and school spreadsheet</p> <p>Business Partners Spreadsheet</p> <p>Post School Destination statistics</p>	Included, Active Achieving Respected, Responsible	Community Engagement Prevention Modernising How We Work, Data, Evidence and Benchmarking

15	The principles and practice and legislation of GIRFEC have a positive effect on young people	Girfec remains high on the agenda for all staff INSET and staff meeting were appropriate. Named person training will be undertaken and all young people have this identified within SEEMIS records. Updates of passports, SHANARRI information sheets and IEPs, review and associated paperwork is updated and reflects the current legislative requirements. CSPs continue to be open where a young person meets the criteria.	SLT All staff ERC GIRFEC group	Term 1-4	CLPL time and planning	Self-evaluation and pupil / parent voice	SHANNARRI	Community Engagement Prevention
16	Moving images project will identify and produce creative ways in which we can further utilise digital media to support teaching and learning	Identified staff are supported to attend CLPL sessions and create an action plan specific to the project.	Hazel McKinnon, Graham Coubrough Lynn O'Brien Sue Laurie	Term 1 -4 First Session Aug 2016	Collegiate Time, resources as identified through plan	Evaluation during the project in school and across cluster	Achieving, Responsible	Digital
17	Following the successful pilot of Healthy Lives @ Isobel Mair School will provide the opportunity for families to meet and learn together about family healthy eating and exercise.	Plan and schedule a programme for a 6 week block for the HL group – liaise with families and budget accordingly – book lets and arrange staffing.	SG / Health coordinator ASC coordinator and ERC facilities and management	Term 2		Post group evaluations Verbal feedback	SHANNARRI	Community Engagement Prevention