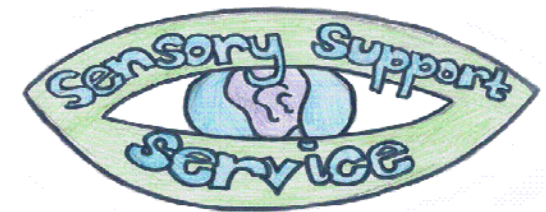


ISOBEL MAIR SCHOOL AND FAMILY CENTRE & SENSORY SUPPORT SERVICE



IMPROVEMENT PLAN 2013 - 2014

Getting it Right for Every Child, all of the time, in everything we do.
SAFE, HEALTHY, ACHIEVING, NURTURED, ACTIVE, RESPONSIBLE, RESPECTED, INCLUDED

VISION, VALUES AND AIMS

Isobel Mair School and Family Centre are located within a new 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 a Post 16 class within the locational integration rooms in Williamwood 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.

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 Health Board 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 an 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.

Through their learning, our pupils will increasingly become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

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 3 (HGIOS 3) and Child at the Centre 2. They are also in line with East Renfrewshire Council Education Department's Local Improvement Plan 2013- 2016.

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Methods of Gathering Evidence:

- ❑ Senior Management and all staff scrutinise achievement / attainment results within the target setting process.
- ❑ Results of SQA / ASDAN moderation.
- ❑ SMT regularly review Forward Plans and pupils' progress.
- ❑ Regular classroom visits by SMT.
- ❑ 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.
- ❑ Formal discussions with parents through Annual Reviews and Parent Council Meetings.
- ❑ 'Open Door' policy for parents and staff.

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 2013 – 2014.

- ❑ Self evaluation audit by Interagency Liaison Team. May 2013
- ❑ Staff responses to an audit of questionnaires. March 2013
- ❑ Parent responses to questionnaire 'How well are we doing?' March 2013
- ❑ Pupil responses to questionnaire. June 2013
- ❑ Formal and informal visits by, and discussions with, the school's and Family Centre's link Quality Improvement Officer.
- ❑ Evaluation of the pilot Inclusion Support Service at IMS. April 2013

We will build our capacity for improvement through delivery of education:

- continuing to implement a curriculum for excellence including East Renfrewshire's Skills Framework;
- implementing new national qualifications as appropriate and in line with the national assessment framework;
- continuing to raise attainment through the target setting process;
- ensuring that we have effective arrangements in place to meet learners' emotional, physical, health and social needs;
- promoting and sustaining a sense of equality and fairness through the curriculum and across all aspects of our work;
- promoting increased participation across communities in sports, culture and learning.

We will build our capacity for improvement through policy development and planning:

- providing pupils with opportunities to be involved in decision making, participate in policy development and planning for improvement;
- ensuring that we continuously improve pupil experiences, attainment and achievement through self- evaluation.

We will build our capacity for improvement through management and support of staff:

- organising continuing professional development (CPD) programmes tailored to meet emerging developments in the curriculum and assessment.

We will build our capacity for improvement through partnerships and resources:

- continuing to foster and develop effective joint working with partners to develop the four capacities in all our learners;
- implementing our strategies for parental involvement;
- ensuring a seamless transition for pupils and staff to our new school;
- ensuring that resources are appropriate and are well directed to improving learning experiences;
- ensuring that learners are safe nurtured and included.

We will build our capacity for improvement through leadership:

- ensuring that the vision and values of the school reflect local and national advice and that they are realised in the experiences of learners;
- developing a culture in which staff are encouraged to take on leadership roles;
- encouraging staff to undertake inset to develop leadership skills and preparation for headship and senior management;
- encouraging and supporting creative and innovative practices to raise achievement and attainment across the school;
- ensuring that all pupils are supported and challenged to achieve their potential.

SUMMARY SCHOOL IMPROVEMENT PLAN 2013/14 (Pages 7-15)

1	<i>To continue to develop and refine our curriculum in line with Curriculum for Excellence, GIRFEC and ERC Skills Framework.</i>
2	<i>To continue to promote and further develop partnership working with parents, the local community and other agencies including Physiotherapists, SLTs and colleagues within the Eastwood Cluster and across other ERC schools as appropriate.</i>

SUMMARY FAMILY CENTRE IMPROVEMENT PLAN 2013/14 (Pages 16-21)

FC 1	<i>To ensure that our children are becoming successful, confident learners and are achieving across a range of areas and that they are able to show responsibility and independence.</i>
FC 2	<i>To further develop ways in which parents, carers and families are committed to and actively involved in the life of our Centre.</i>
FC 3	<i>To ensure that leaders at all levels play a very strong role in maintaining high levels of quality care and promoting continuous improvement and excellence in the provision for all children.</i>

SUMMARY SENSORY SUPPORT SERVICE IMPROVEMENT PLAN 2013/14 (Page 22)

SSS 1	<i>To ensure that children and young people, with a sensory impairment attending ERC schools, are given appropriate support to fulfil their potential through the intervention of specialist VI / HI teachers working in partnership with them, their families and schools.</i>
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SUMMARY ISOBEL MAIR SCHOOL, FAMILY CENTRE and SENSORY SUPPORT SERVICE IMPROVEMENT PLAN 2013/14 (Pages 23- 24)

7	<i>To ensure that those with leadership responsibilities in our school demonstrate that they are committed to learning and that improvement priorities are linked to classroom / playroom practice and to continue to reinforce a culture where staff feel able and confident to take lead roles within and beyond the classroom.</i>
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The Way Forward

To enable the participation of all staff within Isobel Mair School to be involved in the Improvement Planning process, a system of Quality Teams has been set up.

Essentially the Quality Teams will function under the direction of the 'Management, Leadership and Quality Assurance Quality Team', known as the Steering Group, which will offer advice and support. This team also has the responsibility of monitoring and evaluating the work of the other teams and to co-ordinate and oversee the development planning process within Isobel Mair School.

Key functions of the Quality Teams are as follows:

- to reflect on the targets within the improvement plan
- to discuss and decide how these issues will be overtaken
- to ensure that all curricular developments are linked to Curriculum for Excellence.
- to co-opt team members, as appropriate
- to organise meetings to enable developments to be overtaken
- to work to timescales
- to report to the Steering Group on progress

The 2013 – 2014 School Improvement Plan will be taken forward by the following Quality Teams during agreed collegiate time and any additional time can be counted towards the 35 hour additional CPD time for teachers:

- Learning and Teaching Quality Team - L&T
- ICT Quality Team
- Our Grounds for Learning / ECO Quality Team – OGL
- Health and Wellbeing Quality Team - HWB
- Rights Respecting School - RRS

Priorities for Improvement Planning within the Family Centre will be taken forward by working groups, as appropriate.

Sensory Support Service priorities will be taken forward by HI / VI staff as appropriate.

ISOBEL MAIR SCHOOL: DELIVERY OF EDUCATION				HGIOS 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
Target 1		To continue to develop and refine our curriculum in line with Curriculum for Excellence, GIRFEC and ERC Skills Framework.			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
<p>All pupils experience a curriculum which is designed to promote challenge, enjoyment, differentiation, progression, relevance, and personalisation and choice. As a result, pupils will be more confident when describing their achievements within the ethos of CfE.</p>	1.1.1	L&T Quality Team will continue with key membership and representation of leaders of learning and Senior and Middle managers. L&T Quality Team should continue as an overarching group with appropriate Sub Group formulation as required. Complex Quality Team and ASD sub-groups should be convened to further enhance the teaching and learning process with a focus on succession planning in staff.	August 2013 – April 2014	<p>Self evaluation by Quality Team through Sharing Good Practice sessions.</p> <p>Informal and formal discussions between SMT and staff</p> <p>Commitment to pupils and staff learning and development should remain a key feature of our ongoing commitment to Investors In People</p> <p>Learning Conversations between SMT and staff</p> <p>Informal and formal discussions between staff and parents.</p>	<p>16 hours staff collegiate time</p> <p>Staff CPD time as required</p> <p>SMT time as required</p> <p>Developmental Milestones material being used, as appropriate, to measure progress. Educational Psychologists will assist in assessment of data.</p> <p>Identified resources as agreed by Finance Group</p> <p>Attendance at external CPD as appropriate. To be paid from school's CPD budget.</p>
	1.1.2	L&T Quality Team will support development work which will remain a key feature in supporting staff when profiling and reporting to parents within the guidance of East Renfrewshire Council. This QT will support and evaluate the pilot year of new IEP/ CSP/ SHANARRI folder to record pupil achievement and attainment, thus ensuring consistent recording methods of evidence of pupil progress.	August 2013 – April 2014	<p>Formal monitoring by SMT</p> <p>Dialogue with pupils</p> <p>Formal assessments undertaken as appropriate</p> <p>Assessment and moderation of IEP / STINT targets.</p> <p>Monitoring of IEP/ STINT targets.</p>	<p>Cluster cover budget as agreed.</p> <p>Teachers' personal preparation time</p> <p>Allocated time on Inset Days</p> <p>Internal / external cover to be provided as required and as available.</p> <p>Sharing Good Practice visits by staff.</p>

ISOBEL MAIR SCHOOL: DELIVERY OF EDUCATION				HGIOS 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
Target 1		To continue to develop and refine our curriculum in line with Curriculum for Excellence, GIRFEC and ERC Skills Framework.			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
All pupils experience a curriculum which is designed to promote challenge, enjoyment, differentiation, progression, relevance, and personalisation and choice. As a result pupils will be more confident when describing their achievements within the ethos of CfE.	1.1.3	The L & T Quality Team will support the continued development of learning intentions / success criteria.	August 2013 – April 2014	CfE tracking systems Ongoing discussions with Educational Psychologists Self evaluation by Quality Team through Sharing Good Practice sessions.	Learning Conversations with Educational Psychologists. ERC Quality Assurance and Moderation guidance and training of Moderation Facilitators
	1.1.4	Increase daily/ weekly opportunities to celebrate learners' progress towards targets, skills, Knowledge & Understanding within the Values, Capacities and Design Principles of CfE	August 2013 – April 2014	Informal and formal discussions between SMT and staff Learning Conversations between SMT and staff Informal and formal discussions between staff and parents.	16 hours staff collegiate time Staff CPD time as required SMT time as required
	1.1.5	The L& T Quality Team will support the continued development of approaches to responsive planning and moderation and assessment across all classes and cluster schools, as appropriate.	From September 2013	Formal monitoring by SMT and Moderation Facilitators Dialogue with pupils	Identified resources as agreed by Finance Group Attendance at external CPD as appropriate. To be paid from school's CPD budget.
	1.1.6	L&T Quality Team will continue to work in close partnership with Psychological Services. During session 2013 – 2014 school staff and Educational Psychologists will focus on the teaching of reading and writing, throughout the school, to ensure that learning is maximised for all children.	October / November 2013	Formal assessments undertaken as appropriate Assessment and moderation of IEP / STINT targets. Monitoring of IEP/STINT targets.	DHTs and two other members of staff to undertake Moderation Facilitators training delivered by ERC. Cluster cover budget as agreed.
	1.1.7	Educational Psychologists will deliver Intensive Interaction training with staff new to the school and will undertake Video Interaction Guidance (VIG) sessions with staff willing to take part in the VIG programme. The L&T Quality Team will support the VIG programme.	August 2013 – April 2014	CfE tracking systems Ongoing discussions with Educational Psychologists	Teachers' personal preparation time Allocated time on Inset Days Internal / external cover to be provided as required and as available.

ISOBEL MAIR SCHOOL: DELIVERY OF EDUCATION				HGIOS 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
Target 1		To continue to develop and refine our curriculum in line with Curriculum for Excellence, GIRFEC and ERC Skills Framework.			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
All pupils experience a curriculum which is designed to promote challenge, enjoyment, differentiation, progression, relevance, and personalisation and choice. As a result pupils will be more confident when describing their achievements within the ethos of CfE	1.2.1	The ICT Quality Team will continue to encourage all staff to keep abreast of ICT developments in the school and to encourage more staff to undertake training in use of resources, including GLOW.	August 2013 – April 2014	Self evaluation by Quality Team through Sharing Good Practice sessions.	Sharing Good Practice visits by staff. Learning Conversations with Educational Psychologists.
	1.2.2	The ICT Team to continue to liaise with L&T Quality Team and Cluster planning group to explore the creation of e-portfolios to enable children and young people to record achievements and progress in learning.	August 2013 – April 2014	Informal and formal discussions between SMT and staff Learning Conversations between SMT and staff	16 hours staff collegiate time Staff CPD time as required SMT time as required
	1.2.3	The ICT Quality Team will support a Communication Matters Group which will support enhanced partnership working by school staff, SLTs, Educational Psychologists, Physiotherapists and Inclusive Support Team workers through ensuring that AAC devices are used to their full potential.	Phase 1 From August 2013-March 2014	Informal and formal discussions between staff and parents. Formal monitoring by SMT and Moderation Facilitators Dialogue with pupils Formal assessments undertaken as appropriate Assessment and moderation of IEP / STINT targets. Monitoring of IEP/STINT targets. CfE tracking systems Sharing Good Practice sessions. Informal and formal discussions between SMT and staff	Identified resources as agreed by Finance Group Attendance at external CPD as appropriate. To be paid from school's CPD budget. Cluster cover budget as agreed. Teachers' personal preparation time Allocated time on Inset Days Internal / external cover to be provided as required and as available. Sharing Good Practice visits by staff. Application has been made to AAC Learning and Development Fund to

ISOBEL MAIR SCHOOL: DELIVERY OF EDUCATION				HGIOS 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
Target 1		To continue to develop and refine our curriculum in line with Curriculum for Excellence, GIRFEC and ERC Skills Framework.			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
All pupils experience a curriculum which is designed to promote challenge, enjoyment, differentiation, progression, relevance and personalisation and choice. As a result pupils will be more confident when describing their achievements within the ethos of CfE	1.3.1	The HWB Quality Team will support the implementation of a GIRFEC approach across Isobel Mair School and Eastwood cluster.	From September 2013 – March 2014	Learning Conversations between SMT and staff	support interagency working to ensure AAC devices are used to their full potential.
	1.3.2	The HWB Quality Team will develop initiatives such as anger management sessions, relaxation techniques, playground buddy system and sexual health delivery to support children and young people in their emotional management.		Informal and formal discussions between staff and parents. Formal monitoring by SMT and Moderation Facilitators Dialogue with pupils Formal assessments undertaken as appropriate Assessment and moderation of IEP / STINT targets. Monitoring of IEP/STINT targets. CfE tracking systems	16 hours staff collegiate time Staff CPD time as required SMT time as required Identified resources as agreed by Finance Group Attendance at external CPD as appropriate. To be paid from school's CPD budget. Cluster cover budget as agreed. Teachers' personal preparation time Allocated time on Inset Days Internal / external cover to be provided as required and as available. Sharing Good Practice visits by staff. RSS resources 16 hours staff collegiate time Staff CPD time as required

ISOBEL MAIR SCHOOL: DELIVERY OF EDUCATION				HGIOS 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
Target 1		To continue to develop and refine our curriculum in line with Curriculum for Excellence, GIRFEC and ERC Skills Framework.			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
<i>By undertaking work on Rights Respecting School, young people and the school community will learn about children's rights by putting them into practice every day.</i>	1.4.1	The RSS Quality Team will support classes throughout the school working towards accreditation by 'A Rights Respecting School.'	From August 2013	<p>Self evaluation by Quality Team through Sharing Good Practice sessions.</p> <p>Informal and formal discussions between SMT and staff</p> <p>Learning Conversations between SMT and staff</p> <p>Informal and formal discussions between staff and parents.</p> <p>Dialogue with pupils</p> <p>Monitoring of IEP/STINT targets.</p> <p>CfE tracking systems</p> <p>RSS Accreditation</p>	<p>SMT time as required</p> <p>Identified resources as agreed by Finance Group</p> <p>Attendance at external CPD as appropriate. To be paid from school's CPD budget.</p> <p>Budget as agreed.</p> <p>Teachers' personal preparation time</p> <p>Allocated time on Inset Days</p> <p>Internal / external cover to be provided as required and as available.</p> <p>Sharing Good Practice visits by staff.</p>

ISOBEL MAIR SCHOOL: DELIVERY OF EDUCATION				HGIOS 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
Target 1		To continue to develop and refine our curriculum in line with Curriculum for Excellence, GIRFEC and ERC Skills Framework.			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Children and young people will be given opportunities to extend their learning through outdoor learning.	1.5.1	Our Grounds for Learning / ECO Quality Team will continue to develop and promote the use of outside learning opportunities within the school grounds. This will involve utilising Forest School resources as appropriate, finishing and implementing the school's 50 things to do booklet, creating out and about directory to local resources to enhance educational outings and to plan for a second outdoor learning week.	Ongoing	Self evaluation by Quality Team Informal and formal discussions between SMT and staff Learning Conversations between SMT and staff Informal and formal discussions between staff and parents. CfE tracking systems	16 hours staff collegiate time Staff CPD time as required SMT time as required Identified resources as agreed by Finance Group Attendance at external CPD as appropriate. To be paid from school's CPD budget. Teachers' personal preparation time Allocated time on Inset Days Internal / external cover to be provided as required and as available. Sharing Good Practice visits by staff.
	1.5.2	The OGL / ECO Quality Team will develop and promote ECO policies across the school and work towards Green Flag status.	From August 2012 – June 2013		
The achievement of young people in the senior department of the school will be reflected, as appropriate, within the new framework of national qualifications.	1.6.1	The DHT Secondary, PT Secondary and teachers in senior classes will ensure that SQA accreditation within the secondary department reflects current ERC and National guidance and legislation. This will include the continued implementation of new national qualifications and the phasing out of Access qualifications.	Ongoing	Informal and formal discussions between SMT and staff Learning Conversations between SMT and staff Informal and formal discussions between staff and parents. Results of SQA moderation.	8 hours staff collegiate time Staff CPD time as required SMT time as required Identified resources as agreed by Finance Group Attendance at external CPD as appropriate. To be paid from school's CPD budget. Teachers' personal preparation time Allocated time on Inset Days Internal / external cover to be provided as required and as available. Sharing Good Practice visits by staff.

ISOBEL MAIR SCHOOL: IMPACT ON LEARNERS, STAFF AND COMMUNITY				HGIOS 3	2.1, 2.2, 3.1, 4.1, 4.2
Target 2		<i>To continue to promote and further develop partnership working with parents, local community and other agencies including Physiotherapists, SLTs and colleagues within the Eastwood Cluster and across other ERC schools as appropriate.</i>			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Effective partnership working enriches experiences for all learners	2.1	The experiences of children undertaking Rebound Therapy will be enhanced through collaboration between physiotherapists, school staff and Speech and Language therapists	From August 2013 – March 2014	Ongoing assessment by Physiotherapists, SLTs and staff	Staff participation in twice weekly Rebound Therapy sessions. Collaborative working with Physiotherapists and SLTs.
	2.2	There will be clarification by SLTs, to staff and parents, regarding their roles and remits and an extensive SLT programme of training drawn up to further develop knowledge and skills of parents and staff.	By mid September 2013	More positive evaluations by parents. Children making good progress in communication targets. Evaluation of training opportunities by staff and parents. Self evaluation by SLTs.	SLT time as agreed in PLA. SMT time as necessary Staff CPD time as required
	2.3	Water play and hydro play activities will be enhanced through dissemination of recent CPD in Floatation, undertaken by PT, to other staff as appropriate, and techniques being utilised to enhance hydro pool sessions.	From October 2013 - March 2014	Evaluation of training opportunities by staff. Discussions with physiotherapists. Evidence of benefit to children's health.	Identified resources as agreed by Finance Group SMT time as necessary Staff CPD time as required Collaborative working with Physiotherapists
	2.4	The DHT Secondary and PT Secondary will ensure that work experience opportunities are extended for secondary pupils.	From October 2013 - March 2014	Secondary pupils being offered a wider range of work experience opportunities. Comments by young people undertaking work experience and supporting staff. Comments by work experience providers.	SMT time as necessary to organise and risk assess. Work experience providers

ISOBEL MAIR SCHOOL: IMPACT ON LEARNERS, STAFF AND COMMUNITY				HGIOS 3	2.1, 2.2, 3.1, 4.1, 4.2
Target 2		<i>To continue to promote and further develop partnership working with parents, local community and other agencies including Physiotherapists, SLTs and colleagues within the Eastwood Cluster and across other ERC schools as appropriate.</i>			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Effective partnership working enriches experiences for all learners	2.5	Pupils across the school will be given inclusion opportunities, as appropriate, through partnership working with Cluster schools and other schools across ERC. E.g. Community Unity and Science Project with Busby Primary School	From August 2013 – March 2014	Evidence of good partnership working with local community. e.g. Community providing a context for transfer of skills Evaluative comments by pupils, staff and parents as appropriate.	Time for planning / evaluation by teaching staff Management time as required CPD opportunities as identified. Costs paid from CPD budget as appropriate.
	2.6	The school will engage in curriculum developments as appropriate with schools within the Eastwood Cluster.(See Cluster Plan)	From August 2013 – March 2014	Evidence of good relationships and communication between IMS and Cluster schools. E.g. Collaborative working where appropriate, Cluster evaluation procedures.	Staff CPD time as required. Staff cover paid from Cluster and school budget as required.
	2.7	To continue to develop high quality partnership working through regular Interagency Liaison Team meetings and its sub groups. (See ILT Improvement Plan for details)	From August 2013 – March 2014	Ongoing evaluation by Joint Training Team, Joint Support Team Health Strategy Group. Ongoing monitoring by ILT. Formal annual evaluation by ILT.	Interagency Liaison Team (SMT, Ed Psychs, Link QIO, Social Work and Health Board colleagues as available) 4 x 2.5 hours meetings of ILT.
	2.8	The school will continue to be creative in encouraging the participation of a greater number of parents in school events.	From August 2013 – March 2014	Evidence of good partnership working with partner agencies e.g. Positive feedback and evaluation by ILT. Discussion between and evaluation by Interagency Liaison Team. Discussion with Parent Council. Evidence of greater number of parents attending school events. e.g. Open mornings, curriculum workshops and Parent Council meetings	Formal and informal discussion with parents and Parent Council.

ISOBEL MAIR SCHOOL: PARTNERSHIP AND RESOURCES				HGIOS 3	2.1, 2.2, 3.1, 4.1, 4.2
Target 2		<i>To continue to promote and further develop partnership working with parents, local community and other agencies including colleagues within the Eastwood Cluster and across other ERC schools as appropriate.</i>			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
<i>Young people, with Additional Support Needs, currently attending ERC mainstream secondary schools, benefit from partnership working between mainstream staff and staff at Isobel Mair School.</i>	2.9	The Inclusion Support Service (ISS) Team will offer support to staff across the authority by dissemination of the school's good practice in learning and teaching approaches, behaviour management and curricular development of new national qualifications.	From August 2013 – March 2014	<p>Formal monitoring by SMT</p> <p>Ongoing discussion with staff from mainstream secondary schools.</p> <p>Ongoing discussion with young people involved and their parents.</p> <p>Ongoing discussion with Educational psychologists.</p> <p>Ongoing discussion with link QIO.</p>	<p>Additionality of 1 temp. teacher by ERC Education Department for second year of project.</p> <p>PT Secondary time as appropriate</p> <p>HT / DHT Secondary time as appropriate.</p> <p>Link QIO and Ed Psych time as necessary and appropriate.</p>

ISOBEL MAIR FAMILY CENTRE: PROVISION OF EARLY EDUCATION				The Child at the Centre	2.1, 2.2
FC Target 1		<i>To ensure that our children are becoming successful, confident learners and are achieving across a range of areas and that they are able to show responsibility and independence.</i>			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Children enjoy learning and are actively involved in their learning through play.	FC 1.1	That will be a more consistent approach to providing opportunities for the implementation of social play groups, small group play and outdoor play.	From August 2013 – March 2014	Self evaluation by staff through Sharing Good Practice sessions. Informal and formal discussions between SMT and staff	Collegiate time as agreed. Staff CPD time as required SMT time as required
	FC 1.2	Children will continue to be consulted about their learning, including the celebration of the Commonwealth Games – developing knowledge of the countries and cultures across the world.	May / June 2014	Learning Conversations between SMT and staff	Identified resources as agreed by Finance Group
	FC 1.3	A forest schools initiative will be started. Risk assessments and staff training will continue to be undertaken to ensure this project is planned and implemented effectively.	From August 2013	Informal and formal discussions between staff and parents. CfE tracking systems	Attendance at external CPD as appropriate. To be paid from Centre's CPD budget. Teacher's personal preparation time Allocated time on Inset Days
	FC 1.4	The Family Centre will join pupils from Isobel Mair School in the Rights Respecting Schools initiative, and in doing so, will reflect on what more can be done to promote children's rights within the Centre.	From August 2013		Internal / external cover to be pr Sharing Good Practice visits by staff. Management time as necessary. Resources purchased by Parent Council to support Forest Schools project.

ISOBEL MAIR FAMILY CENTRE: PROVISION OF EARLY EDUCATION				The Child at the Centre	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7,5.8
FC Target 1		<i>To ensure that our children are becoming successful, confident learners and are achieving across a range of areas and that they are able to show responsibility and independence.</i>			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
<i>Our children benefit from a curriculum which starts from the needs of the individual child and has breadth, balance, depth and sufficient flexibility to meet the needs of individuals including those with additional support needs.</i>	FC 1.5	Continue to develop the positive aspects of promoting and sustaining achievements within the playrooms. Staff have identified that planning systems need to be further developed to ensure coherency. Staff working groups have been organised to ensure curriculum development, including the process of developing planning to include mainstream and ASN planning and the continued development of new observation records. These, together with the curriculum overviews, will provide a comprehensive approach.	From August 2013	Self evaluation by staff. Informal and formal discussions between SMT and staff Learning Conversations between SMT and staff Informal and formal discussions between staff and parents.	Staff time as necessary. Sharing good practice visits to other establishments. Liaison with HTs from other ERC Family Centres and Preschool Centres. Liaison with link Ed Psych. Liaison with experienced staff in school.
<i>Our children benefit from having staff that are highly skilled in making sound, consistent judgements about children's progress.</i>	FC 1.6.1	The Head Teacher, together with the Playroom Teacher, will lead the team in developing Personal Learning Plans. This will be done collaboratively with the Family Centre's cluster colleagues.	From September 2013	Self evaluation by Cluster working group through Sharing good Practice sessions. Informal and formal discussions between SMT, staff and link QIO. Discussion by Cluster Management Group. Learning Conversations between SMT and staff Informal and formal discussions between staff and parents. CfE tracking systems	Sharing Good Practice visits by staff. Cluster cover budget as agreed. Teachers' personal preparation time Allocated time on Inset Days Internal / external cover to be provided as required and as available. Attendance at external CPD as appropriate. To be paid from Centre's CPD budget.

ISOBEL MAIR FAMILY CENTRE: PROVISION OF EARLY EDUCATION				The Child at the Centre	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7,5.8, 5.9
FC Target 1		<i>To ensure that our children are becoming successful, confident learners and are achieving across a range of areas and that they are able to show responsibility and independence.</i>			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
<i>Our children benefit from having staff that are highly skilled in making sound, consistent judgements about children's progress.</i>	FC 1.6.2	Using our understanding of children's learning and development, and of the learning outcomes, quality learning experiences will be planned. An appropriate range of assessment methods, including observation and high quality interaction with children will continue to be used. Through assessment and moderation a shared understanding of children's progress will be developed to enable staff to accurately identify next steps in learning.	From August 2013 – June 2014	Informal and formal discussions between staff and parents. Reciprocal visits to other schools and centres. Cluster working groups. CfE tracking systems Evaluation by Moderation Facilitators. Baseline assessments in P1.	Staff time as agreed. Management time as necessary. Sharing Good Practice visits by staff. Cluster cover budget as agreed Allocated time on Inset Days Internal / external cover to be provided as required and as available. Attendance at external CPD as appropriate. To be paid from Centre's CPD budget.
<i>Children experience very effective support in their transition from home to our Family Centre. Arrangements to ensure continuous progression in learning is in place to support children moving from pre-school to P1.</i>	FC 1.7	Staff will continue to share good practice and support children at times of transition from room to room i.e. sharing what strategies work well for a particular child. In addition, supporting children's transition to school could be improved by organising role play, structured groupings within the playroom following school visits	From August 2013– June 2014	Informal and formal discussions with parents Self evaluation of home visits. Comments in Suggestion Box. Response to Parental Communication audit in November 2013 Response to annual Parental audit in March 2014	Staff time as agreed. Management time as necessary.

ISOBEL MAIR FAMILY CENTRE: PROVISION OF EARLY EDUCATION				The Child at the Centre	2.1, 2.2
FC Target 1		<i>To ensure that our children are becoming successful, confident learners and are achieving across a range of areas and that they are able to show responsibility and independence.</i>			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
<i>Staff and partner services work together to give high level of support in meeting social, emotional, physical and learning needs of our children and their families.</i>	FC1.8	Continue to develop and maintain the very positive relationships fostered across multi agency partnerships by embracing a GIRFEC approach.	Ongoing	Informal and formal self evaluation by parents and partner agencies	Staff time as agreed. Management time as necessary. Cluster cover budget as agreed Allocated time on Inset Days Internal / external cover to be provided as required and as available. Attendance at external CPD as appropriate. To be paid from Centre's CPD budget.

ISOBEL MAIR FAMILY CENTRE: IMPACT ON CHILDREN				The Child at the Centre	2.1, 2.2
FC Target 2		<i>To further develop ways in which parents, carers and families are committed to and actively involved in the life of our Centre.</i>			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
<i>Our children benefit from a productive partnership with parents leading to parents having a good understanding about their children's progress and ways of working together on their next steps for learning.</i>	FC 2.1	Family Centre staff will continue to foster a welcoming environment within our centre and continue to develop ways to actively encourage all parents to participate in the life of the centre.	From August 2012 – June 2013	Informal and formal discussions with parents. Comments in Suggestion Box. Response to Parental Communication audit in November 2012. Response to annual Parental audit in May 2013 Accreditation within the Family Centred Approaches Framework	Staff time as agreed. Management time as necessary.
<i>Our children with complex additional support needs benefit from an effective system being place to ensure continuity of care and effective liaison with parents and other agencies</i>	FC 2.2.1	Family Centre staff extend current opportunities to promote parental involvement in their children's learning; seeking and acting on parents' views and informing them about the Centre's work.	From August 2012 – June 2013	Self evaluation by staff through Sharing good Practice sessions. Informal and formal discussions between SMT and staff Learning Conversations between SMT and staff	Staff planning / evaluation time as agreed. Staff CPD time as required SMT time as required Identified resources as agreed by Finance Group Attendance at external CPD as appropriate. To be paid from Centre's CPD budget.
	FC 2.2.2	Co-ordinated Support Plans will be opened for all children at STINT level 5 planning.	By end of November 2013	CSPs to be opened for children as appropriate.	Management time as necessary. Liaison time with partner agencies and parents

Isobel Mair Family Centre: LEADERSHIP OF IMPROVEMENT & CHANGE				The Child at the Centre	9.4, 7.2
FC Target 3		<i>To ensure that leaders at all levels play a very strong role in maintaining high levels of quality care and promoting continuous improvement and excellence in the provision for all children.</i>			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
<p><i>The learning experiences of children in our Family Centre will be enhanced through those with leadership roles encouraging and supporting innovative practices which bring about positive change.</i></p> <p><i>Children benefit from an established collaborative and collegiate approach to working in MSFC. Team members have clear responsibilities which are defined and understood. An ethos of team working and professional engagement is evident in our centre</i></p>	FC 3.1	Depute Heads of Centre will ensure a more rigorous approach to effective monitoring of the implementation of policies and ensure that this is recorded.	Ongoing	Monitoring records	Staff time as agreed. Management time as necessary.
	FC 3.2	Depute Heads of Centre will monitor practice of wrap round staff and ensure that appropriate training is available. An open forum will be set up for wrap round staff to discuss training and share strategies pertaining to behaviour management.	By end of October 2013	Ongoing feedback from staff. Evaluation of training sessions. Monitoring by Depute Heads of Centre.	Wrap round staff time as agreed. Management time as necessary.
	FC 3.3	The Head Teacher will ensure that there is a definition of remits to ensure high quality collaborative working between staff.	By end of September 2013	Formal and informal discussions with staff. PRD process	Management time as necessary.
	FC 3.4	The Head Teacher, Depute Heads of Centre, teacher and other staff, as appropriate, will work together to ensure recommendations within ERC's Early Years Collaborative are in place within our Family Centre.	From October 2013 – March 2014	Ongoing evaluation by staff, children and their families.	Management time as necessary.

SENSORY SUPPORT SERVICE				HGIOS 3	5.3, 2.1, 5.3, 5.7, 5.9, 8.1
SSS Target 1		<i>To ensure that children and young people, with a sensory impairment attending ERC schools are given appropriate support to fulfil their potential through the intervention of specialist VI / HI teachers working in partnership with children and young people, their families and schools.</i>			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
<i>To ensure that children and young people, with a sensory impairment attending ERC schools, are given appropriate support to ensure that they fulfil their potential.</i>	SSS1	SSS staff will continue to undertake appropriate CPD to ensure that they keep abreast of issues pertaining to supporting, and maximising learning, for children and young people with a sensory impairment.	Ongoing	Informal and formal discussions with children, young people and their parents. Formal discussion at team meetings with HT and link Educational Psychologist. Monitoring of reports by HT. Parents' comment sheets	HI/ VI teachers' collegiate time as agreed. Reciprocal visits across team and other establishments as appropriate. Attendance at external CPD as appropriate. To be paid from CPD budget. Link Ed Psych. Time as agreed in PLA. HT time as necessary Link QIO time as available and necessary.
	SSS2	The ICT Quality Team will continue to assist the SSS to develop technology to ensure good communication with pupils, families and schools.	By November 2013	GLOW area to be set up and updated regularly. Increase in number of Twitter followers.	HI/ VI teachers' collegiate time as agreed. Link Ed Psych. Time as agreed in PLA. HT time as necessary Link QIO time as available and necessary.
	SSS3	The SSS will continue to support opportunities for pupils and their families to meet in formal / informal situations to form friendships and support groups.	Ongoing	Increase in numbers of pupils and families accessing opportunities. Informal and formal discussions with children, young people and their parents. Formal discussion at team meetings with HT and link Educational Psychologist.	HI/ VI teachers' collegiate time as agreed. Link Ed Psych. Time as agreed in PLA. HT time as necessary Link QIO time as available and necessary.
	SSS4	The SSS will continue to reflect on their practice and consult with schools, pupils and parents on ways to improve the service.	By mid October 2013	Ongoing evaluation of CPD Formal evaluation by pupils, parents and schools	HI/ VI teachers' collegiate time as agreed. Link Ed Psych. Time as agreed in PLA. HT time as necessary Link QIO time as available and necessary.

ISOBEL MAIR SCHOOL, FAMILY CENTRE AND SSS: LEADERSHIP				HGIOS 3	9.1, 9.2, 9.3, 9.4
Target 7		<p><i>To ensure that those with leadership responsibilities in our school demonstrate that they are committed to learning and that improvement priorities are linked to classroom / playroom practice.</i></p> <p><i>To continue to reinforce a culture where staff feel able and confident to take lead roles within and beyond the classroom.</i></p>			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
<p><i>There is clear evidence of effective leadership in which people share a sense of responsibility to ensure successes and achievements for learners.</i></p>	7.1	To continue to develop and refine our curriculum in line with Curriculum for Excellence and ERC Skills Framework.	Ongoing	SMT will monitor and evaluate impact through staff meetings, departmental liaison and through self evaluation procedures.	<p>DHTs and other members of staff to undertake Moderation Facilitators training delivered by ERC.</p> <p>Management time as required.</p> <p>CPD time as required</p> <p>Collegiate time within agreed flexibility factor.</p>
	7.2	To continue to support all aspects of Improvement planning across the school.	Ongoing	SMT will monitor and evaluate impact through staff meetings, departmental liaison and through self evaluation procedures	
	7.3	To ensure that our school's policies are directed at meeting learners' needs and reducing barriers to learning. They provide guidance and take account of local and national priorities, including GIRFEC, and relevant legislation.	Ongoing	<p>Informal and formal discussions between SMT and staff</p> <p>Informal and formal discussions between staff and parents.</p> <p>Discussion with Parent Council</p> <p>Formal monitoring by SMT</p> <p>Dialogue with pupils</p>	
	7.4	To continue to promote and further develop partnership working with parents, local community and other agencies including colleagues within the Eastwood Cluster and across other ERC schools as appropriate	From August 2013 – June 2014	<p>Formal monitoring by SMT</p> <p>Evaluation by Joint Training Team, Joint Support Team, Health Strategy Group and Interagency Liaison Team.</p> <p>Evaluation by Cluster Management Group.</p> <p>Ongoing partnership with working with parents and Parent Council.</p>	

ISOBEL MAIR SCHOOL, FAMILY CENTRE AND SSS: LEADERSHIP				HGIOS 3	9.1, 9.2, 9.3, 9.4
Target 7		<p><i>To ensure that those with leadership responsibilities in our school demonstrate that they are committed to learning and that improvement priorities are linked to classroom / playroom practice.</i></p> <p><i>To continue to reinforce a culture where staff feel able and confident to take lead roles within and beyond the classroom.</i></p>			
IMPACT ON LEARNERS	ACTION POINT	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
<i>There is clear evidence of effective leadership in which people share a sense of responsibility to ensure successes and achievements for learners.</i>	7.5	To continue to support development of ISS@IMS role of supporting mainstream schools meet the additional support needs of their pupils by focusing on support of curriculum development, as appropriate, within mainstream secondary schools.	By March 2014	Ongoing discussion with young people involved and their parents. Ongoing discussion with Educational psychologists and link QIO	Additionality of 1 temp. teacher by ERC Education Department for duration of pilot project. PT Secondary time as appropriate HT / DHT Secondary time as appropriate. Link QIO and Ed Psych time as necessary and appropriate.
<i>There is clear evidence of effective leadership in which people share a sense of responsibility to ensure successes and achievements for learners.</i>	7.6	To continue to develop the role of the Sensory Support Service in maximising learning for children and young people with a sensory impairment.	Ongoing	Formal evaluation by all stakeholders.	HT time as necessary. HI/ VI teachers' collegiate time as agreed. Link QIO time as available and necessary.
	7.7	To ensure that those with leadership responsibilities across all aspects of our school continue to develop leadership skills by undertaking formal leadership CPD as appropriate.	Ongoing	DHTs successfully completing FRH programme. PTs undertaking range of Leadership development CPD. HT continuing as Associate assessor with HMLe.	Management time as required. CPD time as required. To be paid from CPD budget when necessary.

Our Vision Statement

***Getting it Right for Every Child,
all of the time,
in everything we do.***

Getting it Right for Every Child, all of the time, in everything we do.
SAFE, HEALTHY, ACHIEVING, NURTURED, ACTIVE, RESPECTED, RESPONSIBLE, INCLUDED