

ISOBEL MAIR SCHOOL AND FAMILY CENTRE
INCLUSION SUPPORT SERVICE
&
SENSORY SUPPORT SERVICE

IMPROVEMENT PLAN 2015 - 2016



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 2 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.

Through its Inclusion Support Service, Isobel Mair School also offers support in the development of life skills to identified children in ERC's mainstream secondary 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 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 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** and **Child at the Centre 2**. 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 2015- 2017, 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 Management 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 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 2015 – 2016.

- Self evaluation audit by Interagency Liaison Team. May 2015
- Staff responses to an audit of questionnaires. March 2015
- Parent responses to questionnaire '*How well are we doing?*' March 2015
- Pupil responses to questionnaire. May 2015
- 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 2015
- Evaluation of Sensory Support Service – Parents, pupils and mainstream teachers. June 2015
- Care Inspectorate Report– July 2015

School Improvement Priorities 2015 – 2016

Ensure that everything we do is in conjunction with the 5 capacities, the local improvement plan and the Single Outcome Agreement

- ***Learning provision***

Everyone Achieving, Everyone Attaining through Excellent Experiences will be promoted and celebrated

- ***Success and Achievements***

To continue to develop and refine our curriculum in line with Curriculum for Excellence and ERC Skills Framework and in particular the growth of skills in assessment and moderation

- ***Learning Provision***

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, HGIOS 4, GIRFEC, and relevant legislation.

- ***Learning provision***

To further develop partnership working with parents, local community and other agencies including colleagues within the Eastwood Cluster and across other ERC schools as appropriate

- ***Success and Achievements***

To reinforce a culture where staff feel able and confident to take lead roles within and beyond the classroom and to ensure that those with leadership responsibilities across all aspects of our school undertake formal leadership CLPL as appropriate.

- ***Leadership and Management***

To build a confident young workforce by extending work experience opportunities and training programmes

- ***Success and Achievements***

During session 2015 – 2016 our Vision statement will be:

Together we are Getting it Right for Every Child

- IMPROVEMENT PLAN 2015/16 (Pages 6 - 13)**
- FAMILY CENTRE IMPROVEMENT PLAN 2015/16 (Pages 14-19)**
- INCLUSION SUPPORT SERVICE IMPROVEMENT PLAN 2015/16 (Page 20-22)**
- SENSORY SUPPORT SERVICE IMPROVEMENT PLAN 2015/16 (Page 23- 25)**

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 SLT who will offer advice and support. The SLT also have the responsibility of monitoring and evaluating the work of the teams and to co-ordinate and oversee the improvement planning process within Isobel Mair School. The 2015 – 2016 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 Steering Group**
 - Attainment and Achievement
 - Assessment and Moderation
 - GIRFEC (inc HWB)
 - AAC Quality Team
- **Complex Quality Team**
- **ASD Quality Team**
- **ICT Quality Team**
- **Grounds for Learning / ECO Schools Quality Team**

Key functions of the Quality Teams are as follows:

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

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 and Inclusion Support Service priorities will be addressed by DHT Secondary.

Priorities for Isobel Mair School

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
To continue to implement the principles of GIRFEC	<p>Continue to work with partners to introduce the role of Named Person, the Child's Plan and to embed the principles of Getting it Right for Every Child (GIRFEC) in all classrooms.</p> <p>Work towards the first level of Family Centred approaches within the Primary Department.</p> <p>Introduce a robust and rigorous system of training for staff to safely and confidently support aspects of health needs to young people</p> <p>Extend and improve and personalise where required the provision for relationships, sexual health and parenthood education for young people</p> <p>Link with Health Improvement Team, School Catering and Active Schools to provide a new opportunity to pupils and families to learn more about health eating.</p>	<p>Continuation of a culture based on Getting it Right for Every Child and use of well-being indicators to drive improvement across the school and partner agencies. Compiling with Legislation.</p> <p>Attain Bronze level accreditation</p> <p>Maintaining the high percentage of learners reporting they feel safe and cared for in school.</p> <p>Young people are better prepared for growing up</p> <p>Young people and their families are supported to make healthy food choices (Better Eating Better Learning)</p>	<p>August 2015 – June 2016 In preparation for August 2016 legislation</p> <p>Session 2015/2016</p> <p>Session 2015/2016</p>	<p>SMT</p> <p>All staff</p> <p>Learning and Teaching Steering Group</p> <p>CLPL Co-ordinator</p> <p>HWB Co-ordinators / DHT / PTs</p> <p>HWB Strategy Group / Educational Psychologists</p>	Prevention	<p>SAFE, HEALTHY, ACHIEVING, NURTURED, ACTIVE, RESPONSIBLE, RESPECTED, INCLUDED</p>	<p>Learning Provision</p> <p>Leadership and Management</p> <p>Learning Provision</p>
Share important up to date Internet Safety with parents, children and young people	<p>Deliver CEOP training and information to parents at parents evening</p> <p>Ensure pupils are updated and knowledgeable regarding safety</p>	<p>Parents have a clearer understanding of risk and higher level of skill with regards to Internet Safety</p> <p>Children and young people are safer more protected and more</p>	<p>August 2015 – October 2015</p> <p>August – 2015 October 2015</p>	<p>ICT Quality Team</p> <p>CEOP Co-ordinator / ICT quality Team</p>	Digital	<p>SAFE, HEALTHY, RESPONSIBLE, RESPECTED</p>	Successes and Achievements

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Develop an ambitious and advanced ICT training opportunities for all staff	<p>online by providing support and advice</p> <p>Identify the ICT training needs of staff and ensure that the most appropriate use of technology is supported and embedded.</p> <p>Continue to identify gaps in knowledge / training for ICT relating to new technology</p> <p>Promote Class Blogs to other areas of the school</p>	<p>knowledgeable to stay safe when online</p> <p>Staff are more skilled and confident in using technology to support all aspects of teaching and learning</p> <p>A wide range of classes have regularly updated blogs</p> <p>Increased number of pupils have meaningful portfolios</p>	<p>August 2015 – June 2016</p> <p>August 2015 – June 2016</p> <p>August 2015 – June 2016</p>	<p>ICT Quality Team</p> <p>ICT Quality Team</p> <p>ICT Quality Team</p>	<p>Digital</p> <p>Digital</p> <p>Digital</p>	<p>SAFE, HEALTHY, RESPONSIBLE, RESPECTED</p> <p>ACHEIVEING, INCLUDED, RESPONSIBLE</p>	<p>Leadership and Management</p> <p>Successes and achievements</p> <p>Successes and achievements</p>
Support staff and pupils to develop further and continually improve pupils' ability to articulate their learning and skills development through e-profiling and profile	<p>Provide appropriate training and support to extend the use of e-portfolios</p>						
Develop approaches to encourage creativity and employability skills across the curriculum	<p>Work towards implementing the recommendations of the commission for developing Scotland's young workforce in the context of Scotland's Youth Employment Strategy (see Strategy Document)</p> <p>Define skills required for young people to develop to provide them</p>	<p>Pupils have a greater understanding of different careers and skills for learning, work and life.</p> <p>Pupils have practical meaningful opportunities to develop their skills,</p>	<p>September 2015 – May 2016</p> <p>August – Dec 2015</p>	<p>HT / DHT / PTs</p> <p>All staff</p> <p>Learning and Teaching Steering Group</p> <p>DHT / PT</p> <p>Secondary</p> <p>DHT / PT</p> <p>Community Engagement</p>	<p>Data, Evidence and Benchmarking</p>	<p>ACHEIVEING, INCLUDED, RESPONSIBLE</p> <p>ACHEIVEING, INCLUDED,</p>	<p>Learning Provision</p> <p>Successes and achievements</p>

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Develop National Qualifications across a range of subject areas to ensure that young people experience personalisation and choice in their learning.	with more opportunities to enter the workforce Increase the work experience opportunities for our young people and young people across the local authority linked to skills development Foster skills development through high quality interdisciplinary learning opportunities. Careers week – extended to younger pupils	pupils can consolidate their learning in the context of a place of work	March 2016	Secondary DHT Secondary PT Secondary	Data, Evidence and Benchmarking Community Engagement	RESPONSIBLE	
Facilitate CLPL to increase the number of moderator facilitators in school and use this to ensure that all educators are skilled in their ability to use the NAR flowchart	Senior phase national qualifications including modern languages. (French and Spanish) Standardisation of attainment and achievement reporting and senior phase tracking – link Senior Phase options to careers week Continue to establish in every day practice a clear understanding of assessment, moderation and quality assurance in relation to both the broad general education and the senior phase. (Taking a Closer Look at the NAR – TACLAN)	Evaluation of the success and measure of impact on pupils, parents and staff. Standards and quality reporting on achievement and attainment evidencing greater breadth and where appropriate depth with a greater focus on developing a young workforce Improved pupil experiences, progression and attainment in the CfE Broad General Education (see Cluster Plan 2015-2016 for more detail).	August 2015-June 2016	SMT	Data, Evidence and Benchmarking Community Engagement	ACHIEVING, INCLUDED, RESPONSIBLE	Learning Provision Successes and achievements
			August 2015-June 2016	All staff supported by Assessment and Moderation Facilitators	Data, Evidence and Benchmarking	ACHIEVING, RESPECTED	Leadership and Management

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Improve the quality and streamline the systems recording, reporting and celebration of the personal achievements of all children.	Adapt the current certificates to include photographic evidence of achievement. Audit the current systems in place and identify the specific areas for improvement	Increased opportunities to enable pupils to celebrate personal achievements.	September 2015 – May 2016	All staff Learning and Teaching Steering Group	Data, Evidence and Benchmarking	ACHIEVING, INCLUDED, RESPECTED	Successes and achievements
Extend the systems for parents and carers to support achievement of pupils through 10 things to do with families and friends. (launch winter and summer things)	Continue to work with partners to accredit young people's achievements through a broad range of activities, including the 50 Things to do before you leave Isobel Mair School booklet, and national award schemes where appropriate	Extended and enhanced partnership working with parents – Pupil experiences in outdoor learning are extended to provide a richer learning experience	August 2015 – June 2016	Grounds for Learning / ECO Quality Team DHT / PT Secondary	Data, Evidence and Benchmarking Community Engagement	ACHIEVING, NURTURED	Successes and achievements
Attain the ECO Green Flag award	Complete application and submit to ECO Schools Green flag Undergo the ECO assessment	Attain Green flag and celebrate the achievement of young people		Grounds for Learning / ECO Quality Team	Community Engagement	ACHIEVING, RESPECTED NURTURED	Successes and achievements
Improve the school grounds including maintenance of grounds and improvement of and sensory garden	Co-ordinate parent volunteer group and maintenance schedule for Sensory Garden Identify and label sensory plants (including moon, braille)	Extended and enhanced partnership working with parents – Pupil experiences in outdoor learning are extended to provide a richer learning experience		Grounds for Learning / ECO Quality Team ICT Quality Team	Community Engagement	ACHIEVING, RESPECTED, SAFE	Learning Provision
Create an ASD quality team as part of the collegiate agreement with an improvement	Continue to build a capacity for all staff to develop a greater understanding of ASD Work with partners, including	Children and young people with ASD will be better supported in the school, at home and in the community. Parents are supported through a	September 2015 – May 2016 September	ASD Quality Team assisted by staff as appropriate. SMT Educational Psychologists	Data, Evidence and Benchmarking Prevention	ACHIEVING, RESPECTED	Leadership and Management

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
agenda to develop better understanding of ASD throughout the school.	Educational Psychologists, in developing the ASD Parents' Support Group.	range of specialists and networking opportunities	2015 – May 2016	Independent consultants, music therapist ASD Co-ordinator			
Create a complex quality team as part of the collegiate agreement with an improvement agenda to develop better understanding of complex learning needs and pedagogy throughout the school.	Establish and sustain teacher leadership and collaborative working to support the enhancement of teaching and learning for young people with complex learning needs Establish systems to validate the quality of teaching, learning and assessment Continue to develop opportunities for children and young people in Loch Ness and Loch Awe to be included, as appropriate, in learning experiences alongside peers from Loch Lomond	Children and young people with complex needs will be better supported in the school, at home and in the community Children and young people's progress is recorded with a standardised approach To further develop Inclusion Opportunities across the school for all children, but with a particular focus on those pupils with Complex Learning Needs.	September 2015 – May 2016	DHT Primary Moving and Handling Co-ordinator and Loch Ness staff, Quality Team members	Data, Evidence and Benchmarking Prevention	SAFE, HEALTHY, ACHIEVING, NURTURED, ACTIVE, RESPONSIBLE, RESPECTED, INCLUDED	Leadership and Management
Improve out of school club opportunities	Work in partnership with Active Schools' Co-ordinators and parents to promote out of school sporting activities. Work towards the Silver Sports Scotland Award	Increased partnership arrangements which ensure that children and young people are supported to undertake sporting activities in school, and in the community. Successfully achieve the Silver Sports Quality Award	September 2015 – May 2016	SMT Alan Holmes / Graham Coubrrough Active Schools Co-ordinator Staff as appropriate	Community Engagement	SAFE, HEALTHY	Learning Provision
Extend opportunities for young people to learn how to play a musical instrument	Continue to develop partnership working with the Instrumental Music Service in the recently introduced music tuition for a number of pupils.	Learners' experiences support them to develop their talents to their fullest potential.	September 2015 – May 2016	DHT secondary Instrumental Music Service staff	Data, Evidence and Benchmarking	ACHIEVING	Learning Provision
Obtain the next level in Rights	Continue to work towards Rights Respecting Schools accreditation.	Learners' experiences support them in developing an understanding of	September 2015 – May	RRS DHT	Community Engagement	RESPECTED	Learning Provision

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Respecting Schools	(RRSA) Build links with at least one other ASN school undertaking RRSA to see how they have overcome the challenges we anticipate in fulfilling all the standards with pupils of very diverse abilities.	the importance of treating others fairly and with respect. Learners' experiences support them to develop knowledge, understanding and the skills for life and active participation in global multicultural society and Scotland's place in it.	2016				
Introduce a more inclusive Pupil Council from representatives across the whole school	Pupils develop their leadership skills and have increased opportunities to take responsibility for and influence the work of the school.	Learners' experiences support them in developing an understanding of the importance of equality and fairness. Continue to improve our arrangements for ensuring that the 'Pupil Voice' makes an effective and important contribution to the work and improvement of the school	September 2015 – May 2016	PTs SMT Equality Co-ordinator	Prevention	RESPECTED, ACTIVE INCLUDED	Learning Provision
Following the launch of HGIOS4 in September improve, update and plan in preparation for recommendations	Continue to improve through self-evaluation including implementing ERC's revised policy on quality improvement reflecting new national guidance.(HGIOS4) Continue to develop ways of providing pupils, parents, staff and partners with opportunities to be involved in decision making and to participate in policy development and planning for improvement.	An increased culture of self-evaluation and continuous improvement across the school Improvements/ suggestions / evaluations and recommendations drawn from a wider and more diverse range of stakeholders	September 2015 – May 2016 March 2016- May 2016	SMT SMT, All Staff, Stakeholders Educational Psychologists	Data, Evidence and Benchmarking	RESPECTED, INCLUDED	Leadership and Management
Allocate resources in a fair and equitable manner in line with	Ensure that resources are appropriate and strategically deployed to meet needs and to	Resources which lead to improvements for learners and service users.	September 2015 – May 2016	SMT Finance Committee / HT Senior Admin	Prevention Modernising How We Work	SAFE, ACHIEVING, RESPECTED	Learning Provision

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
priorities to support learning and with consideration to efficiency savings	<p>improve learners' experiences and skills development.</p> <p>Continue to identify efficiency savings and to plan ahead for anticipated budget restrictions in future years.</p> <p>use data and evaluations of previous planning priorities to inform future resourcing decisions;</p>	Budgetary decisions are made based on priorities and efficiency savings are met in line with local authority recommendations	August 2015- April 2016	Officer Office Manager			
Improve the systems to monitor the impact of professional learning on the culture of learning.	<p>Implement a training matrix to provide an overview and management structure for CLPL activities</p> <p>Encourage support staff to undertake aspects of ERC's CLPL programme including national vocational qualifications.</p> <p>Encourage staff to undertake training in leadership.</p> <p>Encourage staff to participate in the school's 'Through the keyhole' programme.'</p> <p>Encourage educators to undertake additional qualifications relating to ASN including new Masters modules</p>	<p>A skilled and confident workforce.</p> <p>Self- Evaluations</p> <p>Evaluations from staff following sharing good practice</p> <p>A skilled and confident workforce.</p> <p>By undertaking a wide range of high-quality, sustained professional learning experiences, teachers are more likely to inspire pupils and provide high quality teaching and learning experiences, enabling learners to achieve their best.</p> <p>Leadership of career long professional learning</p> <p>Attainment of additional qualifications</p>	September 2015 – May 2016	CLPL Co-ordinator AAC Quality Team SMT CLPL Co-ordinator Team Leaders Lynn O'Brien and Katie Keenan All teachers	Data, Evidence and Benchmarking	NURTURED, RESPECTED, INCLUDED ACHIEVING	Leadership and Management
Support Teachers to attain Professional	Continue to support the GTC's professional update to maintain and						

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Update	improve the quality of teachers as outlined in the Professional Standards and to enhance the impact that our teachers have on pupils' learning	Teachers meeting professional update timeline					
Extend opportunities for our young people based in Woodfarm to benefit from the facilities and expertise of mainstream staff and provision	Work in partnership with Woodfarm staff to ensure a smooth transition for young people transitioning and attending to Woodfarm IMS Campus.	Support our young people that are based at the Woodfarm IMS Campus.	From August 2015	DHT Secondary Staff in Class Yell / Unst	Community Engagement	ACTIVE, NURTERED	Successes and achievements Learning Provision
The AAC quality team (sub group of the learning and teaching steering group) will support the development of a total communication system across the school.	With support from a 2nd successful bid from the NHS Learning and Development Fund, staff will continue to develop skills to better support communication in the school at all levels and the learning of children who use communication aids.	Highly skilled and standardised approach to communication across the school leading to positive outcomes for young people, support for families and greater attainment and achievement	From August 2015	Educational Psychologists, AAC QT members, DHT (Primary) SLT, All Staff	Prevention	INCLUDED, ACHIEVING RESPECTED	Successes and achievements Learning Provision

Priorities for Isobel Mair Family Centre

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Continue working with partners to implement the integrated Children and Young People's Services Plan with a particular focus on Getting it Right for Every Child (GIRFEC)	Continue to work with partners to introduce the role of Named Person, the Child's Plan and to embed the principles of Getting it Right for Every Child (GIRFEC) throughout the Family Centre..	Continuation of a culture based on Getting it Right for Every Child and use of well-being indicators to drive improvement across the school and partner agencies. Complying with Legislation.	August 2015 – June 2016 In preparation for August 2016 legislation	All Staff	Prevention	SAFE, HEALTHY, ACHIEVING, NURTURED, ACTIVE, RESPONSIBLE, RESPECTED, INCLUDED	Learning Provision
Develop positive relationships through restorative and nurturing approaches	Ensure all staff have a zero tolerance to bullying and discriminatory behaviour Ensure that staff implement Education Department guidance on Child Protection. Develop current risk assessment records to include all service users medical health information	Maintaining the high percentage of parents who feel their child is safe and cared for in the Family Centre. All staff are aware of the school's procedures for protecting children Improving the current risk assessment procedures in line with Care Inspectorate guidance	August 2015 – August 2016 Inset Training Day August 2015	All staff HT DHoC	Prevention	SAFE, NURTURED,	Learning Provision

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Use information from developmental milestones assessment on entry to primary school to identify strengths and areas where nursery staff can be supported to improve their practices.	<p>Continue to develop partnership working to improve further our approaches to health and wellbeing</p> <p>Family Centre staff will implement guidance as outlined in 'Setting the Table' to support children and families to develop positive food habits</p> <p>Use information from 27 – 30 month assessment to inform learning experiences for children as they begin nursery.</p> <p>Children to be challenged to develop increasingly controlled skills in physical activities e.g. with climbing and ball skills</p>	<p>A positive culture in health and wellbeing continues to permeate the Family Centre</p> <p>A test of change will monitor the impact of the newly piloted 'family style' hot lunches to further develop and support children's social skills, independence and family focused approaches</p> <p>An improvement in the percentage of young children reaching all of the expected developmental outcomes at 27 – 30 month assessment and on entry to primary school</p> <p>An improvement in children's physical activity through accessing the 'Connection' project in liaison with Gareth West</p>	August 2015 – June 2016	<p>DHoC All staff Teacher</p> <p>Donna Quaile, DHoC</p> <p>Elizabeth McConnell, Teacher</p>	Prevention	HEALTHY, ACHIEVING, NURTURED	Learning Provision

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Support the Vision of the local authority of Everyone Attaining, Everyone Achieving through Excellent Experiences	Continue to offer challenge and support to staff to achieve consistently high standards in everything they do ensuring an ethos of high expectations and achievement across all playrooms. Build on existing strategies to ensure that the Hanen approach permeates all aspects of the Family Centre Work towards the next level of Family Centred approaches	An improvement in the readiness of children to start learning and be involved in planning, assessing and evaluating their own learning. Attain the gold award – family centred approaches	August 2015 – June 2016	DHoC Teacher All staff	Prevention	ACHIEVING, NURTURED	Success and Achievements
Work with our Cluster partners to continue to improve children's experiences, progression and attainment in the CfE Broad General Education (see Cluster Plan 2015-2016 for more detail).	Attend the Eastwood Cluster 'Support for Pupils' Group Continue to support skills development by offering a challenging, interdisciplinary, cohesive curriculum supported by high level interactions and questioning techniques. Allocation of additional budget will be used to provide an additional CDO from August 2015 to March 2016.	A curriculum which enables all children to be successful, confident, responsible and effective in their nursery and community This will allow for the Family Centre Teacher to provide equity of teaching and learning across all three playrooms.		Isla Erskine, CDO Teacher All staff HT Teacher	Prevention	ACHIEVING, NURTURED SAFE	Success and Achievements
Achieve Green Flag Status	Further develop outdoor learning through the use of '10 Things to do Before you Leave Isobel Mair Family Centre' booklet – complete application for Green Flag	Attain Green Flag Status, evaluations from parents regarding 10 things to do	September 2015 – Green Flag December 2015 – June 2016 – Ten things	Donna Quaile/ Aileen Quinn DHoCs Pauline McAnally, CDO	Community Engagement	RESPECTED ACHIEVING HEALTHY	Success and Achievements

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Increase parental involvement with the local community	<p>Encourage parents and children to become involved in parenting groups and other community based learning events</p> <p>Encourage children and their families to use ERC's sports, arts and library services for children under 5 years of age.</p>	<p>Children develop their personalities and talents to their fullest potential</p> <p>An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.</p> <p>An increase in participation in cultural and sporting activities.</p>	September 2015 – May 2016	DHoC All staff	Community Engagement	ACHIEVING HEALTHY INCLUDED	Success and Achievements
Obtain the next level in Rights Respecting Schools	Children with will take part in Rights Respecting Schools assemblies along with pupils from Isobel Mair School and in doing so will reflect on what more can be done to promote children's rights within the Family Centre	<p>Children's experiences support them in developing an understanding of the importance of treating others fairly and with respect.</p> <p>Childrens' experiences support them to develop knowledge, understanding and the skills for life and active participation in global multicultural society and Scotland's place in it</p>	September 2015 – May 2016	DHoC All staff DHT (Secondary) RRS Assemblies	Community Engagement	RESPECTED	Learning Provision
Continue to encourage parents to become involved in the life of the Family Centre through self-evaluation and quality improvement	Encourage parents and children to become involved by providing a wide range of ways for parents and families to become more involved.	<p>An increase in the number of parents reporting that they are actively involved in setting priorities for the centre.</p> <p>Continuation of a culture of self-evaluation and continuous improvement across the Centre.</p>	September 2015 – May 2016	Teacher DHoC HT	Data, Evidence and Benchmarking	RESPECTED, INCLUDED	Leadership and Management

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Build on opportunities for children to have responsibilities, be independent and make choices.	Create opportunities for children to have a wide range of responsibilities – consult with children	Children have a range of responsibilities and are developing their ability to make choices	August 2015 June 2016	DHoC All Staff	Prevention	SAFE, ACHIEVING, RESPECTED	Success and Achievements
Allocate resources in a fair and equitable manner in line with priorities to support learning and with consideration to efficiency savings	Ensure that resources are appropriate and strategically deployed to meet needs and to improve children's experiences and skills development. Continued identification of efficiency savings and to plan ahead for anticipated budget	Resources which lead to improvements for children and service users.	September 2015 – May 2016 August 2015- April 2016	SMT Finance Committee / HT Senior Admin Officer Office Manager	Prevention Modernising How We Work	SAFE, ACHIEVING, RESPECTED	Learning Provision
Introduce GTC's professional update to maintain and improve the quality of teachers as outlined in the Professional Standards and to enhance the impact that our teacher has on pupils' learning.	Continue to support the GTC's professional update to maintain and improve the quality of teachers as outlined in the Professional Standards and to enhance the impact that our teachers have on pupils' learning	Teachers meeting professional update timeline	September 2015 – May 2016	SMT CLPL Co-ordinator FC Teacher	Data, Evidence and Benchmarking	NURTURED, RESPECTED, INCLUDED ACHIEVING	Leadership and Management

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Encourage staff to undertake CLPL and PRD to ensure a skilled and confident staff to meet the emerging developments in the curriculum. Further develop distributive leadership through encouraging staff to take forward specific aspects of the improvement plan	Implement a training matrix to provide an overview and management structure for CLPL activities Encourage support staff to undertake aspects of ERC's CLPL programme including national vocational qualifications. Encourage staff to undertake training in leadership.	A skilled and confident workforce. Self- Evaluations Evaluations from staff following sharing good practice A skilled and confident workforce. By undertaking a wide range of high-quality, sustained professional learning experiences, teachers are more likely to inspire pupils and provide high quality teaching and learning experiences, enabling learners to achieve their best. Leadership of career long professional learning	August 2015-June 2016	All staff	Data, Evidence and Benchmarking	NURTURED, RESPECTED, INCLUDED ACHIEVING	Leadership and Management
Work with partners and participate in the Early Years Collaborative	Deliver Bookbug both within and outwith the Family Centre and participate in Bookbug Week 2016	Enriched partnership working with colleagues and parents leading to high quality learning experiences for children – evaluation of Bookbug	Aug – 2015-June 2016 & Book bug Week	All FC Staff, DHoC	Prevention	NURTURED, INCLUDED	Learning Provision

Priorities for Inclusion Support Service

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Learners with ASN in mainstream placements will develop their knowledge and understanding on how to keep safe.	Learners /SFL departments are offered consultation and materials and delivery on keeping safe (sexual health) and Internet safety through the various contexts and in the delivery of Personal Achievement Award	Evaluation of experiences by young people who attend ISS@IMS express that they have a greater knowledge and understanding. Attainment of Personal Achievement Award	Sept 2015 – June 2016	DHT (secondary) in response to need. Teacher (ISS@IMS)	Prevention	SAFE NURTURED	Learning Provision
Learners will extend and improve their knowledge and understanding of healthy eating and are able to make healthy choices.	Series of lessons focusing on healthy eating using Food for Thought: Exploring food and drink through Curriculum for Excellence Weekly lunch challenge at Corrie House	Young people are educated and better informed about how to make healthy choices – young person evaluation – wellbeing award	Sept 2015 – June 2016	DHT (secondary) in response to need. Teacher (ISS@IMS) Support Staff	Prevention	HEALTHY ACTIVE ACHIEVING	Learning Provision
Improve the emotional wellbeing of young people enrolled at ISS@IMS	Nurturing atmosphere at Corrie House. Ongoing dialogue with SFL PTs regarding learners' emotions/behaviour. 1:1 support if required. Delivery of Wellbeing Award to Learners	Learners have improved emotional wellbeing Learners are/feel more included. Learners have greater opportunities to socialise and make friends Learners are aware of importance of maintaining physical health through diet, exercise and resilience skills and the impact on emotional wellbeing	Sept 2015 – June 2016	DHT (secondary) in response to need. Teacher (ISS@IMS) Support Staff	Community Engagement	SAFE NURTURED HEALTHY	Success and Achievements

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Extend the range of National Qualifications available to young people attending ISS@IMS as appropriate: Personal Achievement (N2), Wellbeing Award (N3), Life Skills Maths (Optional units N2).	<p>Collaboration with Mainstream schools re Life Skills Maths (for some identified learners).</p> <p>Learners will have access to a range of different challenging and engaging activities not readily available in their mainstream experience</p> <p>Learners are given various challenges and practical tasks to encourage their autonomy and sense of responsibility. Learners are given responsibility for running events for IMS pupils</p>	<p>Attainment of qualifications</p> <p>Impact on Pupils - Post School Destinations</p> <p>Skills development</p>	<p>Ongoing from Sept 2015</p> <p>Jan 2016 on</p> <p>Ongoing from Sept 2015</p>	<p>US in response to need.</p> <p>US/PTs SFL</p> <p>Teacher Support</p> <p>ISS@IMS</p>	<p>Data, Evidence and Benchmarking</p>	<p>NURTURED, RESPECTED, INCLUDED ACHEIVEING</p>	<p>Leadership and Management</p>
Collaboration with education re exam leave ISS @IMS will support ERC Secondary Schools by providing work experience placements during exam leave and where possible delivery of awards.	<p>Investigate possible certification routes for work@ISS learners.</p> <p>Learners will achieve National Awards</p>	<p>Attainment of qualifications</p> <p>Learners will benefit from an unbroken timetable and continuity of educations during the exam leave period.</p>	<p>May 2016</p>	<p>US in response to need.</p> <p>US/PTs SFL</p> <p>Teacher Support</p> <p>ISS@IMS</p>	<p>Data, Evidence and Benchmarking</p>	<p>NURTURED, RESPECTED, INCLUDED ACHEIVEING</p> <p>SAFE</p>	<p>Learning Provision</p>
Develop opportunities for the service to provide CLPL to colleagues in other ERC establishments	<p>Plan CLPL opportunities to NQTs, PSAs and teaching staff following evaluation of need</p>	<p>Impact measured through evaluations of CLPL – expectations that colleagues will be better equipped with a range of strategies to support pupils with ASN</p>	<p>October 2015- April 2016</p>	<p>US</p> <p>QIO</p>	<p>Prevention</p>	<p>NURTURED, RESPECTED, INCLUDED ACHIEVEING</p>	<p>Leadership and Management</p>

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Create a progress report for pupils, parents and Support for Learning Principal Teacher	Work in partnership with colleagues in mainstream schools, parents and pupils to create a new reporting system.	Impact on the reporting system will be measured through pupil, parent and mainstream colleagues.	December 2015 and June 2016	DHT (Secondary) ISS@IMS Teacher	Data, Evidence and Benchmarking	ACHEIVEING	Learning Provision
Work in Partnership with IMS with regards to Rights Respecting Schools	Support the decisions making process at Corrie House and ensure that they are taken democratically by group. Seek Feedback from PTs(SFL) of any concerns/opinions/aspirations mentioned by learners.	Learners' experiences support them in developing an understanding of the importance of treating others fairly and with respect. Learners' develop knowledge, understanding and the skills for life and active participation in global multicultural society and Scotland's place in it. Corrie House has a Rights Respecting ethos.	September 2015 – May 2016	All staff DHT (Secondary)	Community Engagement	RESPECTED	Learning Provision

Priorities for Sensory Support Service

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Develop positive relationships through restorative and nurturing approaches.	Support and encourage learners by using restorative and nurturing approaches including a counselling approach undertaken by SSS teachers.	Maintaining the high percentage of parents reporting their children feel safe and cared for in our schools.	September 2015 – May 2016	All SSS staff	Prevention	NURTURED, RESPECTED, INCLUDED ACHIEVING	Successes and Achievements
Extend the use across the service of Getting it Right for Me	Use HI / VI Self-evaluation tools for learners as appropriate to ensure that learning is maximised for all children and young people (Getting it Right for Me)	A curriculum which enables all children and young people to be successful, confident, responsible and effective in school, their work and their community.	September 2015 – May 2016	All SSS staff Educational Psychologist	Prevention	NURTURED, RESPECTED, INCLUDED ACHIEVING	Successes and Achievements
Build on existing positive relationships with other professionals	SSS teachers will work in collaboration with other professionals and continue to attend regular STINT reviews, contribute effectively to support plans and monitor progress.	A multi-agency approach to meet the needs of children and young people with HI / VI. Support a multi-agency approach to meet the needs of young people.	September 2015 – May 2016	All SSS staff	Prevention	ACHIEVING	
Promote and deliver a more flexible communication using ICT	SSS staff will continue to facilitate this by distributing info as appropriate through Twitter, website and email	Improved communication and positive evaluations from parents	September 2015 – May 2016	All SSS staff	Modernising how we work	INCLUDED ACHIEVING	Leadership and Management

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
Children and young people with HI / VI will be encouraged to participate in appropriate and relevant activities within their mainstream setting and alongside their peers.	<p>Encouraged learners to join in activities with other hearing or visually impaired pupils through partnership working with a range of organisations</p> <p>Facilitate an opportunity for younger children to be supported by older young people who may have gone through challenges and to learn how they overcame these challenges.</p>	<p>Children and young people with HI / VI will continue be given opportunities to discuss with SSS of ways to improve the service and / or their school experience. SSS to engage children and young people in discussions about on-going improvement.</p>	Sept 2015 – May 2016	All SSS staff	Prevention	INCLUDED ACHIEVING	Successes and Achievements
Extend the resources available to support learning and teaching, through GLOW including materials to support CLPL	Evaluate the current resource materials and work with other professionals to identify the key priority areas	CLPL programme to support mainstream staff support learners to be included in mainstream classes / placements/ lessons.	Sept 2015 – May 2016	Louise Rowan School staff as appropriate	Digital	INCLUDED ACHIEVING	Leadership and Management
Complete and share a showcase DVD highlighting the role of the SSS	Produce a short training DVD showcasing the work of SSS	Positive impact on pupils and staff reported through evaluation and feedback from DVD	By end December 2015	All SSS staff School staff as appropriate	Digital	INCLUDED ACHIEVING HEALTHY	Successes and Achievements

Target / Priority	Activities (what we will do to bring about improvement)	Expected outcome / impact (what we will measure and report on)	Timescale	Responsibility	Five Capabilities	SHANARRI	HGIOS 4
<p>Encourage staff to undertake CLPL and PRD to ensure a skilled and confident staff to meet the emerging developments in the curriculum.</p> <p>Further develop distributive leadership through encouraging staff to take forward specific aspects of the improvement plan</p>	<p>Implement a training matrix to provide an overview and management structure for CLPL activities</p> <p>Encourage support staff to undertake aspects of ERC's CLPL programme including national vocational qualifications.</p> <p>Encourage staff to undertake training in leadership.</p>	<p>A skilled and confident workforce.</p> <p>Self- Evaluations</p> <p>Evaluations from staff following sharing good practice</p> <p>A skilled and confident workforce.</p> <p>By undertaking a wide range of high-quality, sustained professional learning experiences, teachers are more likely to inspire pupils and provide high quality teaching and learning experiences, enabling learners to achieve their best.</p> <p>Leadership of career long professional learning</p>	<p>August 2015-June 2016</p>	<p>All staff</p>	<p>Data, Evidence and Benchmarking</p>	<p>NURTURED, RESPECTED, INCLUDED ACHIEVING</p>	<p>Leadership and Management</p>
<p>Promote and facilitate social opportunities for young people with a VI/HI</p>	<p>The SSS will continue to run termly Friendship Club and will also explore opportunities with partner agencies about increasing these opportunities.</p> <p>The SSS will facilitate social opportunity for teenagers.</p>	<p>Children and young people with HI / VI will develop friendship with others with similar needs to themselves.</p>	<p>Sept 2015 – May 2016</p>	<p>All SSS staff Active School's co-ordinator</p>	<p>Prevention</p>	<p>NURTURED, RESPECTED, INCLUDED</p>	<p>Learning Provision</p>

Our Vision Statement

Together we are Getting it Right for Every Child