

School improvement plan – publication certificate

Name of establishment

West Primary School

Please tick (✓) where appropriate

1. The plan takes account of the service outcomes

	Yes	No
• Children, young people and families get the right support at a time when they need it through our partnership with other services	✓	
• Vulnerable children and adults are protected and feel safe	✓	
• Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage	✓	
• All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages	✓	
• Our schools and services take account of the views of people who use them, and the views of staff and communities they serve	✓	
• Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery	✓	
• We develop our services as part of our commitment to becoming a 'Better Council'	✓	

2. The following stakeholders have been consulted

	Yes	No
Parent council	✓	
Staff	✓	
Pupils	✓	
Other, for example, partners on the extended support framework		✓

3. The review of progress (contained in the self-evaluation report)

	Yes	No
• highlights strengths;	✓	
• identifies priority areas for action; and	✓	
• is evaluative	✓	

4. Equalities and human rights impact assessment column has been ticked

Yes	No

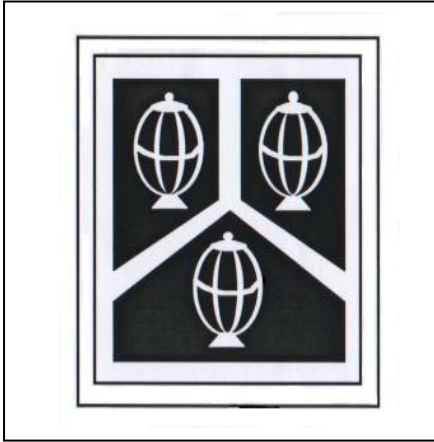
5. A summary of the improvement plan has been produced for parents

Yes	No
✓	

Further discussion of the improvement plan will take place with your link education officer early in the new session.

Signature of
head
teacher/head
of centre :

Date :



Renfrewshire Council Children's Services

**West Primary School, Nursery Class
and Language Centre
Improvement plan
2015-2018**

Vision

Renfrewshire's Council Plan and Community Plan sets out a vision for Renfrewshire, identifying the challenges and opportunities and provides a framework for improving outcomes for the citizens of Renfrewshire.

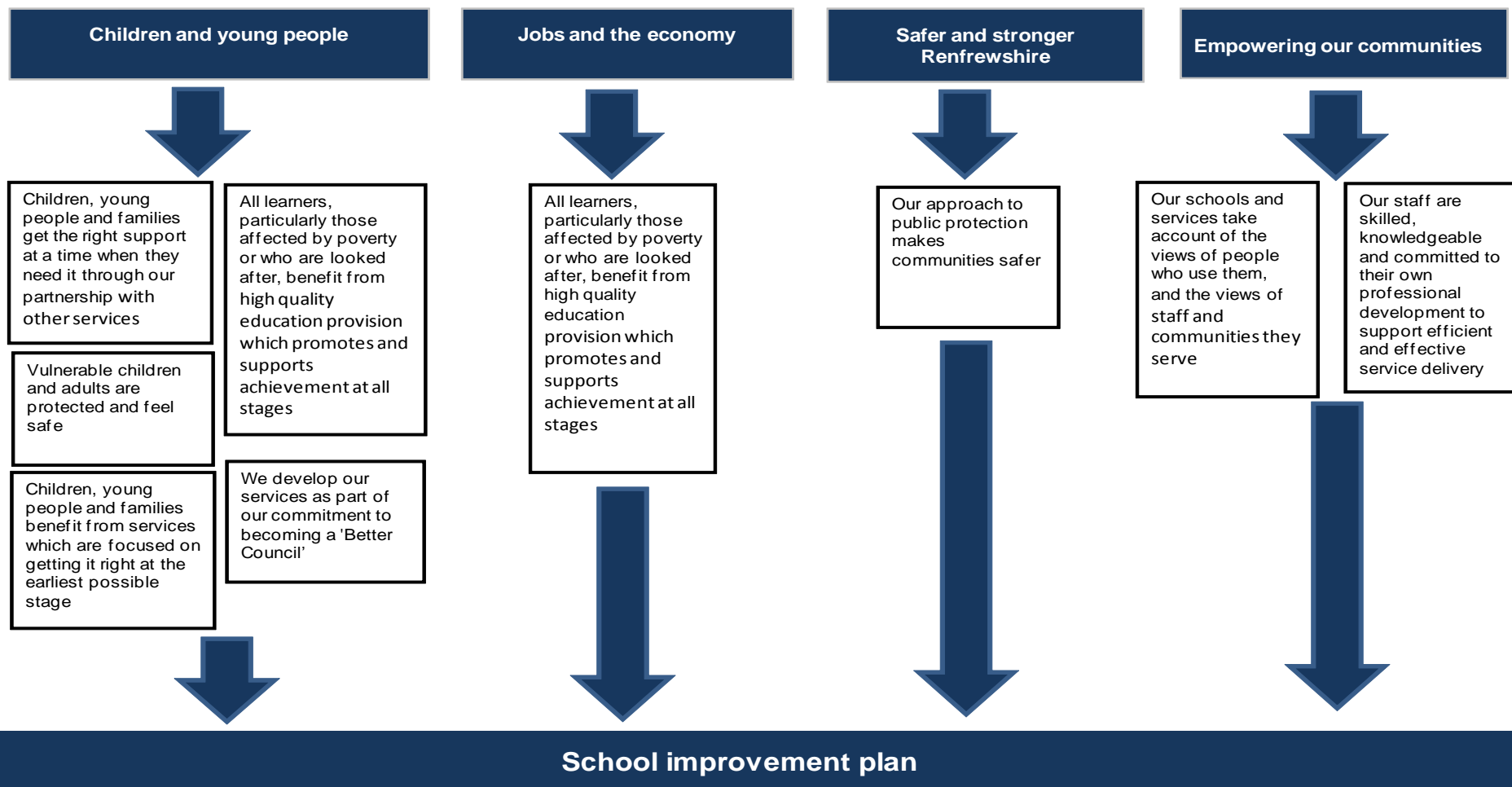
From this, Children's Services has developed an action plan setting out how it intends to achieve the outcomes identified in the Council and Community Plan.

As part of Children's Services, <insert establishment name> has developed this school improvement plan which provides a framework for how we intend to continue our work towards achieving better outcomes for those associated with our school community.

In both the national and local context, curriculum for excellence, getting it right for every child and closing the poverty attainment gap are the focus for education and responding to these priorities will be a central aspect for West Primary School , Nursery Class and Language Centre since they are central to preparing and supporting children and young people for the future.

The priorities within this plan set out how we will improve our school and work towards achieving the vision for our school and for Renfrewshire.

Improvement planning framework



Our vision and aims

**Our vision is to provide the best educational experience we can,
in a safe, nurturing environment.**

In West Primary School we aim to be:

- **Educational**
- **Inclusive**
- **Caring**
- **Supportive**
- **Friendly**

Who did we consult?

In developing this plan, we sought the views of staff, pupils and parents. We also used a variety of methods of getting the views of those who are involved in the life and work of West Primary School, Nursery Class and Language Centre such as questionnaires, meetings with Parent Council and Pupil Council and consultation with staff.

How we will know if we are achieving our aims?

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this by <insert how you intend to monitor and evaluate progress...consider how this links to your self-evaluation and quality assurance processes>

Each year we also complete a self-evaluation profile which is monitored by our link education officer within headquarters.

Children's Services Service Improvement Plan Actions

This section sets out the actions relating to education in the Children's Service Plan.

Service outcome 1: Children, young people and families get the right support at a time when they need it through our partnership with other services

Ref	Action
1.1	Continue to implement GIRFEC and GIRFEL policies
1.2	Develop a plan to implement the GIRFEC elements of the Children and Young People Act, including Named Person and the single Child's Plan
1.3	Review our single agency arrangements for screening and resource allocation to ensure partnership approach where appropriate
1.6	Use early intervention family learning and parenting programmes to raise expectations and aspirations of both children and adults to promote a culture that values family learning and achievement
1.7	Implement the recommendations from the Scottish Government's Developing Scotland's Young Workforce
1.8	Work with partners in Development and Housing Services around supported employment opportunities for young care leavers

Service outcome 2: Vulnerable children and adults are protected and feel safe

Action number	What do we plan to do as a service?
2.1	Review and implement changes to our managing and storing information policy in line with national guidance
2.2	Update our child protection training programme to include training for trainers 5, internet safety, child protection and child sexual exploitation
2.3	Continue to monitor child protection management information to ensure compliance with revised standard circular 57
2.4	Continue to implement the provisions of the Equality Act 2010

Service outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage

Action number	What do we plan to do as a service?
3.1	Develop a nurture strategy across all sectors focusing on early intervention, children's rights and the promotion of emotional literacy and wellbeing
3.2	Continue to develop the Promoting Positive Thinking Strategies (PATHS) programme in our primary schools
3.3	Continue to embed and evaluate the early years and early intervention strategy and explore the possibility of extending to a further two geographical areas
3.4	Promote health and well-being among young people through peer education programmes
3.5	Tackle inequality in life chances which arise as a result of deprivation or other factors

Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages

Action number	What do we plan to do as a service?
4.1	Implement the recommendations from the tackling poverty commission report
4.2	<p>Continue to develop the curriculum to ensure all children receive their entitlement under curriculum for excellence. In particular:</p> <ul style="list-style-type: none"> • continue to improve levels of attainment for all; • evaluate the broad general education (BGE) in secondary schools; • continue to improve our approach and practices of transition; • continue to implement the 1+2 approach in modern languages; • increase the focus on developing literacy • evaluate the use of standardised assessment to support professional judgement through BGE • continue to implement the action plan of the Skills for Success group to develop Scotland's young workforce
4.3	Continue to monitor compliance with standard circular 8 to ensure continued reduction in schools exclusions
4.4	Review our provision of social, emotional behavioural needs (SEBN) support to secondary sector to ensure learners experience their entitlements under curriculum for excellence

Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages

Action number	What do we plan to do as a service?
4.5	Review processes and practice to ensure the needs of all learners are met, particularly those who are outwith mainstream education provision
4.6	Promote wider education achievement through accredited and non-accredited awards
4.7	Develop skills for learning, life and work through quality youth and outdoor learning programmes
4.8	Build personal growth and resilience in adults through confidence building and motivational adult learning programmes
4.9	Reduce inequalities so adults in Renfrewshire improve their life chances and communication skills, and increase their participation as family members, workers, citizens and lifelong learners
4.10	Develop and implement an action plan for improving the attainment of looked after children

(Service outcome 5: Not relevant to educational establishments)

Service outcome 6: Our schools and services take account of the views of people who use them and the views of staff and communities they serve

Action number	What do we plan to do as a service?
6.1	Engage with stakeholders to continue to improve the children's services support service
6.2	Continue to engage with parents, on the reporting of pupil progress, profiling and achievements
6.3	Empower young people to have a voice, take part in decision making and make a positive contribution to the community through youth voice and volunteering
6.4	Strengthen our approach to engagement with our full range of stakeholders

Service outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery

Action number	What do we plan to do as a service?
7.1	Continue to implement Teaching Scotland's Future through the development of our leadership strategy and develop our progress and learning programme
7.2	Develop a programme of additional support needs (ASN) continuous professional development (CPD) to meet the needs of all staff in educational settings

Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'

Action number	What do we plan to do as a service?
8.1	Develop and embed a shared vision and culture for the new Children's Services
8.2	Implement, with partners, the recommendations from the multi-agency inspection of integrated children's services in Renfrewshire
8.4	Continue to embed self-evaluation and improvement across all our establishments and services
8.5	Deliver improvements to information systems to support joint working across the service and with partners
8.6	Continue to develop and implement the school estate management plan

Action Plan

Council plan theme: A better future, reduction in the causes and impact of poverty, improved health, wellbeing and life chances for children and families

Community planning theme: Children and young people

Service outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
3.1 Continue to develop a nurture strategy in the school, focusing on early intervention, children's rights and the promotion of emotional literacy and wellbeing. Progress with the RRSA.	HT,DHT, all staff	√			In-service, staff meeting time. Access to examples of good practice. Access to training as required. New resources as required.		Staff confidence and knowledge of how to nurture pupils and the Rights Respecting agenda will improve. Over time pupils levels of social and emotional literacy and wellbeing will improve.
3.2 Continue to develop the Promoting Alternative Thinking Strategies (PATHS) programme throughout the school.	SMT, all staff	√			In-service, staff meeting time. Access to examples of good practice. Access to training as required. New resources as required.		Staff confidence and knowledge of how to support pupils using the PATHs programme will improve. Over time pupils levels of social and emotional literacy and wellbeing will improve.

Action Plan

Council plan theme: A better future – improved health, wellbeing and life chances for children and families

Community planning theme: Children and young people
Jobs and the economy

Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
<p>4.1 Implement the recommendations from the tackling poverty commission report.</p> <p>Work with cluster colleagues to moderate literacy outcomes and develop approaches to support pupils who experience ASN in this area, in particular through poverty.</p>	Cluster, HT, relevant staff	√			In-service, staff meeting time. Access to examples of good practice. Access to training as required. New resources as required.		Staff confidence and knowledge of how to support pupils with ASN in literacy will improve. Over time levels of literacy will improve for those most at risk of missing out.

Action Plan

Council plan theme: A better future – improved health, wellbeing and life chances for children and families

Community planning theme: Children and young people
Jobs and the economy

Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages

Task(s)	Responsibility	Timescale			Resources	Is an EHRIA required (Y/N)	Expected impact (on learners; staff; families etc)
		15/16	16/17	17/18			
4.2 Continue to develop the curriculum to ensure all children receive their entitlement under curriculum for excellence. Continue to implement the 1+2 approach in modern languages by introducing French to P2 using the Renfrewshire planners. Train staff in Spanish. Continue to improve levels of attainment for all by de-cluttering the social studies curriculum, increasing the use of IDL and skills and increasing staff knowledge and confidence. Continue to improve levels of attainment for all by de-cluttering the science curriculum but include skills, increasing staff knowledge and confidence.	DHT, P2 staff All staff through CfE level working parties All staff through CfE level working parties	√ √ √			Staff meeting time, Renfrewshire planners, new resources as required. Access to courses. In-service, staff meeting and CPD time. Access to IDL training. In-service, staff meeting and CPD time. Access to science training and Renfrewshire planners.		Increase in awareness, knowledge and skills in modern languages pedagogy. Over time this will impact positively on achievement, attainment and confidence. Increase in awareness, knowledge and skills in social studies pedagogy. Over time this will impact positively on achievement, attainment and confidence. Increase in awareness, knowledge and skills in science pedagogy. Over time this will impact positively on achievement, attainment and confidence.

