

# Whiteness Primary School School Improvement Plan



For the session 2017 / 2018

## **Factors Influencing the Improvement Plan**

### **School factors**

- School self evaluation
- Review of previous School Improvement Plan
- Time
- Resources

### **Local authority factors**

- Schools and Quality Improvement Service Plan

### **National factors**

- National Improvement Framework
- Curriculum for Excellence
- Getting it Right for Every child (GIRFEC)
- How Good Is Our School (4<sup>th</sup> Edition)
- Inspection guidance note 2016/2017

### **School Aims**

*To improve outcomes for all our learners.*

### **How pupils were consulted and involved in decisions**

- Pupils Council
- Assemblies
- Pupil Questionnaire

### **Strategy for parental engagement**

- Parent questionnaires
- Working groups
- Involvement in life and ethos of school

## Values

Wisdom, justice, compassion, integrity  
The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

## **The curriculum: 'the totality of all that is planned for children and young people throughout their education'**

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

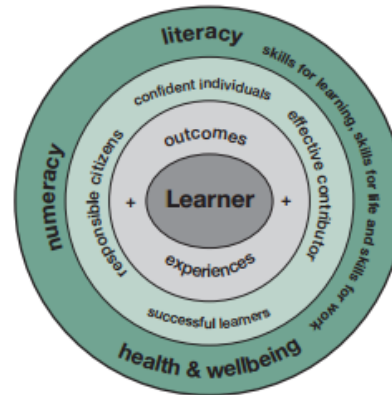
## Learning and teaching

1. Engaging and active
2. Setting challenging goals
3. Shared expectations and standards
4. Timely, accurate feedback
5. Learning intentions, success criteria, personal learning planning
6. Collaborative
7. Reflecting the ways different learners progress.

## Experiences and outcomes set out expectations for learning and development in:

- Expressive arts • Languages and literacy • Health and wellbeing • Mathematics and numeracy • Religious and moral education • Sciences • Social studies • Technologies

Curriculum levels describe progression and development.



## Entitlement: All children and young people are entitled to experience

- A coherent curriculum from 3 to 18
- A broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
  - A senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- Opportunities for developing skills for learning, skills for life and skills for work
- Opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

## Personal Support

- Review of learning and planning of next steps
- Gaining access to learning activities which will meet their needs
- Planning for opportunities for personal achievement
- Preparing for changes and choices and support through changes and choices
  - Pre-school centres and schools working with partners

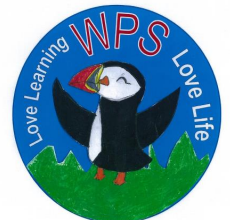
## Principles for curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
  - Coherence
  - Relevance

## Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development to support the purposes of learning.

# Curriculum overview



### Strategic Curriculum Plan (Three Years)

Session	Area for Development	Desired Outcomes
<b>2016/2017</b>	<p>Improvement Priority 1: <b>Monitoring and tracking in Reading.</b>  <b>Our key areas for development to take this priority forward are:</b>  <b>Target:</b> <i>To develop a fit for purpose monitoring system for Reading.</i></p>	<p><i>Pupils aware of success criteria they need to achieve in order to improve their reading.</i></p>
	<p>Improvement Priority 2: <b>Numeracy ~ developing teaching strategies to support mental maths agility using SEAL and Number Talks.</b>  <b>Our key areas for development to take this priority forward are:</b>  <b>Target:</b> <i>To build teacher confidence and to enthuse pupils in the area of mental agility</i></p>	<p><i>Teacher confidence in using strategies to raise mental agility improved.  Review process ~  Pupils enthusiastic about mental agility in Numeracy and Mathematics.</i></p>
	<p>Improvement Priority 3: <b>Parental Engagement ~ developing a Relationship, sexual health and parenthood resource from Primary 2-7</b>  <b>Our key areas for development to take this priority forward are:</b>  <b>Target:</b> <i>To involve parents in developing a progressive RSHP teaching resource.</i></p>	<p><i>Pupils receive relevant and timely information about RSHP education.  The school works in partnership with parents and other agencies to design and deliver RSHP education</i></p>
	<p>Improvement Priority 4: <b>Involving learners in assessing progress.</b>  <b>Our key areas for development to take this priority forward are:</b>  <b>Target:</b> <i>Provide learners with the opportunity to share where they are with their reading and what they need to do next to improve.</i></p>	<p><i>Pupils are able to say what they have achieved in reading.  Pupils are able to say what they need to do next to improve their reading.  Parents know where their child is and how they can support their development in Reading.</i></p>

2017/2018	<p>Improvement Priority 1: <b>Improving attainment in Literacy and Numeracy</b>  <b>Our key areas for development to take this priority forward are:</b>  Target: <i>To develop the use of Northern Alliance initiatives in Emergent Literacy and Numeracy</i></p>	
	<p>Improvement Priority 2: <b>Improving the Health and wellbeing of our children.</b>  <b>Our key areas for development to take this priority forward are:</b>  Target: <i>To develop a whole school approach to Nurture</i></p>	
	<p>Improvement Priority 3: <b>Implementation of recommendation 1 from the Shetland Strategy for Tracking, Monitoring and Moderation in the BGE</b>  <b>Our key areas for development to take this priority forward are:</b>  Target: <i>To agree and develop, at cluster and school level, a Pupil Folio of evidence</i></p>	
	<p>Improvement Priority 5: <b>Increasing ELC to 1140</b>  <b>Our key areas for development to take this priority forward are:</b>  Target: <i>To establish a new ELC environment and team</i></p>	

2018/2019	<p>Improvement Priority 1: <b>Improving attainment in Literacy and Numeracy</b>  <b>Our key areas for development to take this priority forward are:</b>  Target: <i>To embed and extend Northern Alliance initiatives in Emergent Literacy and Numeracy</i></p>	
	<p>Improvement Priority 2: <b>Improving attainment in Health and wellbeing</b>  <b>Our key areas for development to take this priority forward are:</b>  Target: <i>To develop monitoring and tracking of HWB</i></p>	
	<p>Improvement Priority 3: <b>Implementation of recommendation 2-9 from the Shetland Strategy for Tracking, Monitoring and Moderation in the BGE</b>  <b>Our key areas for development to take this priority forward are:</b>  Target: <i>Ensure a consistent approach across Shetland schools</i></p>	
	<p>Improvement Priority 4: <b>Developing a strategy to celebrate wider achievement</b>  <b>Our key areas for development to take this priority forward are:</b>  Target: <i>Develop a whole school approach to celebrating wider achievement</i></p>	



**Priority 1 To improve attainment in Literacy and Numeracy**

**National Improvement Framework Priority** - Improvement in attainment, particularly literacy and numeracy. **Driver** – School leadership, teacher professionalism, parental engagement, assessment of children’s progress, school improvement.

**Quality Indicator from How Good Is Our School** – 1.2, 1.3, 2.3, 2.4, 2.5, 3.2.

**Target:** *To develop the use of Northern Alliance initiatives in Emergent Literacy and to train support staff in the use of Maths Recovery techniques.*

**School’s current position:**

During 2016/2017 the school has piloted Word Aware to improve vocabulary of targeted Primary One pupils. As part of CPD time staff from Early Years to P5 have attended 6 twilights on the use of Maths recovery and SEAL. Staff from EY and P1/2 have attended twilights on Emergent Literacy with James Cook, from the Northern Alliance.

Desired Outcomes (so what)	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring
<p>Targeted and universal support for Literacy and Numeracy.</p> <ul style="list-style-type: none"> <li>• Identify gaps</li> <li>• New ways to check reading- reading lists</li> <li>• Improve attainment</li> <li>• Standardised assessment</li> <li>• Teacher judgement survey</li> <li>• Recognition in jotters</li> </ul>	<p>Screening of vocabulary knowledge using Word Aware with preschool Early Years pupils. Leading to targeted interventions for some Primary One pupils.</p>	<p>Primary One Class Teacher</p>	<p>Preschool summer term 2017.</p>	<p>Time 1 hr per week T1. ASN T cover P1/2 class</p>	<p>Discussion and implementation by CT and HT</p>
	<p>Whole school input towards improving vocabulary</p>	<p>CT’s and HT</p>	<p>By T3</p>	<p>Time, Presently not available time in WTA for this to be timetabled</p>	<p>CT / HT</p>

	Screening of phonological awareness and pre-handwriting skills in Primary One.	Primary One Class Teacher	P1-Autumn term 2017	ASN staff to cover class while P1 teacher carries out screening.	By Northern Alliance
	Training of LSW and LSA in SEAL techniques.	Elizabeth Garrick	Autumn Term 2017	ASN T and HT to cover classes / HD to release EG and LSW/LSA.	HT check this is done
	Continuation of targeted support in numeracy using SEAL techniques.	Class teachers and LSW/LSA	2017-2018	Purchase of practical resources	Use of resources in lessons
	Training around how to challenge high achieving pupils.	ASN T	Term 1 2017	1x SIP meeting	HT at development meeting
<b>Evaluation:</b> <i>How well are our approaches to raising attainment-improving outcomes for children?</i>  <i>How well is our focus on Literacy and Numeracy leading to raising attainment across the curriculum?</i>  <i>How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition?</i>			<b>Evidence (How do we know?)</b> <i>Self evaluation</i>  <i>Self evaluation</i>  <i>Monitoring meetings and self evaluation.</i>		



**Priority 2 To improve Health and Wellbeing in our children.**

**National Improvement Framework Priority** - Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children. **Driver** – School leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement.

**Quality Indicator from How Good Is Our School** – 1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2.

**Target:** *To develop a whole school approach to Nurture*

**School's current position:**

During 2016/2017 the school has used Innovation Funding to start up a nurture group and also to buy resources to enhance the delivery of nurture. During whole school assemblies the school has been raising the awareness of SHANARRI, what it stands for and how it looks in school. The Pupil Council have also taken a lead in raising the profile of SHANARRI by introducing a new SHANARRI Superstar Award.

Desired Outcomes (so what)	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring
To support the growth and development of children by focussing on their wellbeing and relationships with children and adults in school. <ul style="list-style-type: none"> <li>• Pupils able to seek support when needed</li> <li>• Pupil able to support each other</li> <li>• Developing a Whole school Nurturing Approach</li> </ul>	Using Pupil Equity Funding to employ a LSW to deliver Nurture groups.	HT	LSW in post by August 2017	PEF money	HT
	To continue to embed SHANARRI through school in assemblies and with the support of the Pupil and Parent Council.	HT, Temporary ASN T, CT's, Pupil and Parent Council	2017-2018	Posters, some SHANARRI resources to be bought.	HT ASN T CT's Pupil Council Parent Council
	To train staff in Nurturing approaches throughout school.	Temporary ASN T and HT	Term 2 2017	1 x In-service training morning	ASN T HT CT's

	To support the Primary One teacher to have time and space to focus on building positive relationships with new Primary One pupils by using LSA time to work with Primary Two.	HT and LSA	2017-2018	LSA timetable	HT Primary One CT LSA
<p><b>Evaluation:</b>  <i>How well do all staff understand their role and responsibility in supporting learners' health and wellbeing?</i></p> <p><i>How well do we take account of local and national guidance?</i></p> <p><i>How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?</i></p> <p><i>How well do children and young people show consideration for others</i></p>			<p><b>Evidence (How do we know?)</b>  <i>Self evaluation</i></p> <p><i>Self evaluation</i></p> <p><i>Self evaluation</i></p> <p><i>Observations.</i></p>		

**Priority 3 Implementation of recommendation 1 from the Shetland Strategy for Tracking, Monitoring and Moderation in the BGE**

**National Improvement Framework Priority** - Improvement in attainment, particularly literacy and numeracy. Improvement in employability skills and sustained, positive school-leaver destinations for all young people. **Driver** – School leadership, Teacher professionalism, parental engagement, assessment of children’s progress, school improvement.

**Quality Indicator from How Good Is Our School** – 1.2, 1.3, 1.4, 2.3, 2.5, 2.6, 2.7, 3.2, 3.3.

**Target:** *To agree and develop, at cluster and school level, a pupil folio of evidence*

**School’s current position:** Our current Pupil Folios are not fit for purpose, over burdensome and out of date. The school has been waiting for the Shetland Strategy for Tracking, Monitoring and Moderation in the BGE to be agreed.

Desired Outcomes (so what)	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring
To develop a folio of evidence that is both informative, useful for staff, pupils and parents as well as meeting local and national requirements <ul style="list-style-type: none"> <li>• More pupil involvement</li> <li>• More parent involvement</li> <li>• Clear guidelines for staff</li> </ul>	Agree a format for pupil folios from Early Years through to Primary Seven at Early, First and Second level.	All staff	August 2017	2 x SIP meeting Folders Dividers	HT, CT's
	To agree and include evidence of Developing the Young Workforce in the folio of evidence.				
	To ensure pupils are involved in the sourcing of work included in the folio of evidence. To find meaningful ways to share the folio with parents.				

<b>Evaluation:</b>	<b>Evidence (How do we know?)</b>
<i>How well does our folio give purposeful and timely information about a child's learning journey?</i>	<i>The Folio</i>
<i>What evidence of DYW progression is in our folios?</i>	<i>The Folio</i>
<i>How well are we working with learners, parents and carers, employers, colleges and other partners to develop an effective approach to careers education which supports them into sustained positive destinations.</i>	<i>Evidence of partnerships</i>

**Priority 4: Increasing ELC to 1140**

**National Improvement Framework Priority** - Improvement in attainment and health and wellbeing of children. **Driver** – School leadership, Teacher professionalism, parental engagement, assessment of children’s progress, school improvement.

**Quality Indicator from How Good Is Our School** – 1.1, 1.2, 1.3, 1.3, 1.4 2.1, 2.3, 3.1, 3.2

**Target:** *To establish a new ELC environment and team*

**School’s current position:** New expansion of ELC to 1140 hours per school year. New refurbishment of setting. New staff, new careers structure within ELC staff. New working week, new responsibilities.

Desired Outcomes (so what)	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring
To manage the transition into all the new areas of ELC in a smooth and effective manner. <ul style="list-style-type: none"> <li>• Pupils are happy</li> <li>• Staff are clear of new roles</li> <li>• Parents are involved in life and ethos of ELC</li> </ul>	Develop a new working team in the Early Years.	HT, EY staff, parents, pupils.	2017-2018	Physical resources. Team meetings. Time	HT and EY staff
	Develop a new use of space, encompassing guidance from Building the Ambition and drawing on staff expertise.				
	Supporting pupils and families during time of change to the new provision.				

**Evaluation:**

*To what extent does our ELC community have ownership of our vision, aims and values?*

*What strategies do we employ to translate our vision, values and aims into daily practice within our ELC? How effective are these?*

**Evidence (How do we know?)**

*Team working*

*Professional dialogue.*

Additional Tasks 2017/2018	Responsibilities
Maintain use of tracking sheet for writing and reading.	CT's
Continue to use SEEMiS as a tracking tool in reading, writing, L&T and Numeracy.	CT's
Maintain present transition activities and adjust as necessary.	HT and CT's
Maintain work on school ethos and continue with Love Learning Love Life day.	School community
Maintain French in p1-5 and introduce into P6/7.	CT's
Involve pupils in generating success criteria in their lessons	CT's, HT and pupils.