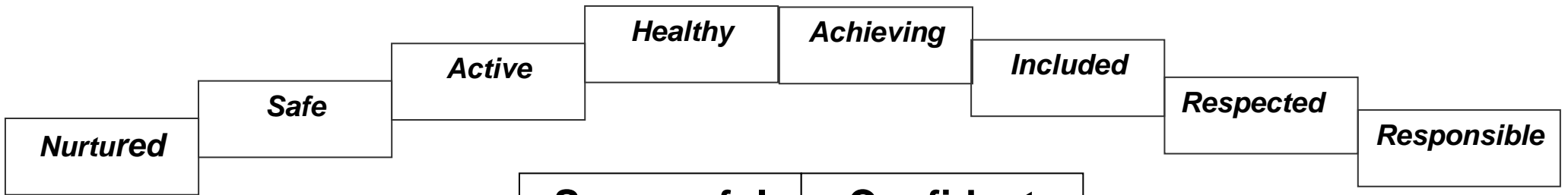




MID CALDER PRIMARY SCHOOL IMPROVEMENT PLAN

2015-2016

VISION FOR CHILDREN



Successful Learner	Confident Individual
Responsible Citizen	Effective Contributor



FIVE BROAD AREAS OF EXCELLENCE

The West Lothian Context

West Lothian Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to move smoothly between key transition points, building on prior learning and achievement in a manner appropriate to the learning needs of the individual. This should ensure that young people are well placed to move into positive destinations and adult life.

The Corporate Plan sets the strategic direction and our priorities for West Lothian Council. There are eight priorities that we, and our community, believe can make a lasting and sustainable impact on the local area and improve the lives of residents in West Lothian.

Priority 1: Delivering positive outcomes and early interventions for early years

Priority 2: Improving the employment position in West Lothian

Priority 3: Improving attainment and positive destinations for school children

Priority 4: Improving the quality of life for older people

Priority 5: Minimising poverty, the cycle of deprivation and promoting equality

Priority 6: Reducing crime and improving community safety

Priority 7: Delivering positive outcomes on health

Priority 8: Protecting the built and natural environment

The Corporate Plan informs Education Services Management Plan to ensure our work impacts positively on services for children and young people. Education Services focuses particularly on priorities 1, 2 and 3.

Education Services Management Plan

Education Services works towards achieving the key strategic aims of the council, in partnership with schools. In particular, Education Services aims to improve opportunities for children and young people by:

- Raising standards of attainment and achievement
- Improving employability and positive destinations for all school leavers
- Improving the learning environment
- Promoting equality of access to education
- Developing values and citizenship
- Promoting learning for life and encouraging a creative, enterprising and ambitious outlook.

Working with a range of partners, the key purpose of our work is to continuously raise attainment and achievement for all children and young people in West Lothian, ensuring that our young people succeed in securing a positive and sustained destination after school.

Factors Influencing the Improvement Plan

School factors

- Changes to school staffing across the school
- Appointment of new Principal Teacher
- Validated Self Evaluation in February 2015 next steps and a follow up Validated Self Evaluation in September 2015
- Capacity for improvement
- Preparing for school inspection
- Attainment and achievement data
- Building of new nursery

Local authority factors

- Single Outcome agreement
- Corporate Plan
- Integrated Children's Services Plan (Life Stages)
- Education Services Management Plan
- *Moving Forward in Learning*
- Curriculum for Excellence Implementation Guidance
- Raising attainment, including for those at risk of missing out
- Increased entitlement to early years provision

National factors

- Single Outcome agreement
- Getting it Right for Every child (GIRFEC)
- Curriculum for Excellence
- National Qualifications
- Child Protection Issues / Guidance
- National Legislation: Children and Young People (Scotland) Act 2014
- GTCS revised standards and professional update

Our School Values, Vision and Aims:

Vision Statement

The staff is committed to providing an education of the highest quality which lays emphasis not only on the acquisition of the basic skills but also prepares multicultural society where a positive work ethic, combined with the active pursuit of leisure activities, can equip them to aspire to a happy, productive pupils for living in a technologically advancing and healthy future with a lifestyle of the highest quality.

School Aims:

1. Learning and Teaching

- ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences, laying emphasis on the acquisition of the basic skills.
- provide the highest quality of learning and teaching experiences that enable pupils to enjoy their education and develop positive attitudes towards learning.
- improve the quality of learning and teaching through the effective organisation and management of the school's resources.
- enable teaching and learning to take place in rights-respecting classrooms.

2. Vision and Leadership

- equip pupils with the foundation skills, attitudes and expectations required to prosper in a changing society and to encourage creativity, ambition and a healthy, active leisure time.
- prepare pupils for responsible citizenship by developing values, beliefs and attitudes compatible with living in a modern, democratic and multicultural society.
ensure that the school's promoted staff provide high quality leadership, management and support.

3. Partnership


- build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.


4. People


- provide effective support systems for all pupils that promote personal and social development and underpin academic achievement.
- improve the quality of educational experiences through a programme of continuing professional development for all staff.
- equip pupils to exercise a significant voice and participate actively in decision-making in the life of the school. nurture good health in all pupils through strategies that promote physical and mental wellbeing and self-esteem.

5. Culture and Ethos

- strive towards ensuring that all pupils are able to realise their potential by recognising their needs, together with the promotion and recognition of achievement and excellence.
- provide a welcoming, safe and caring environment in which each pupil is valued and supported.
- ensure children and adults are collaborating to develop and maintain a rights-respecting school community, based on the Convention of the Rights of the Child.
- ensure that all pupils are able to experience a calm, positive and safe learning environment that promotes good behaviour, self-discipline and respect for others.

<p>Values</p> <ul style="list-style-type: none"> • Recognise some cultures and religions • Level 1 Rights Respecting School • Pupil Council • Anti-Racism policy and procedures • International Education • Buddying • Charity Work • ECO • Pupil Voice Groups created. • Re-established school values. • Development of Positive Ethos Policy. 	<p>Totality of the Curriculum</p> <ul style="list-style-type: none"> • Active involvement of PSA in life of school. • Assemblies for invited guests & parents. • Guest speakers in school. • Highly regarded in the community and the wider community – connecting classrooms; e-twinning. • Promoting individual successes with certificates recently implemented • Offer a range of after school clubs. • Dialogue with colleagues and opportunities for professional reading. • Shared understanding of what IDL means. • Consistent approach to celebrating achievement. 	<p>Learning and teaching</p> <ul style="list-style-type: none"> • Engaging and active lessons in some curricular areas. • AiFL - used very well in some stages. • Feedback in different forms – formative/summative. • Collaborative planning with stage partners. • Clear understanding of top/bottom 20% capabilities and targets. • New resources provide guidance. • We are beginning to share good practice across our school.
<p>Experiences and outcomes</p> <ul style="list-style-type: none"> • Some moderation has been carried out within writing. • New Maths & Literacy resources purchased. • West Lothian Progression Pathways introduced for all curriculum areas. <ul style="list-style-type: none"> • Balanced class time tables. • Opportunities for professional dialogue are provided. • We have built up our learning and teaching resources. 	<p>June 2015</p> <p>What is our current position?</p> 	<p>Entitlements</p> <ul style="list-style-type: none"> • Good community links. • Children encouraged to reach their potential by staff. • 2 hours of PE provided.
<p>Personal Support</p> <ul style="list-style-type: none"> • Improvements made in P7 transition • Certificates re-introduced • Improved use of blog to communicate learning with parents. • School show • Partnerships with other agencies: Health visitors/outreach/behaviour support/Ed Psych • Learning logs used throughout the school • More opportunities for celebrating success. 	<p>Curriculum design</p> <ul style="list-style-type: none"> • Challenging top 20% in Numeracy & literacy. • Children set their own targets in some classes. • Enjoyment through relevant and engaging lessons/topics. • Use contexts for learning that engage and motivate children. 	<p>Assessment</p> <ul style="list-style-type: none"> • Some AiFL strategies are being used in some classes. • Scottish criterion for writing being used in some classes. • Started vertical spelling & SWST spelling assessments. • Pips and CEMs testing. • Attainment meetings.

<p>Values</p> <ul style="list-style-type: none"> • Junior leadership teams/ pupil voice groups to be embedded. • Nurture approaches to improve behaviour. • Shared values and mutual respect. • Rights Respecting School Level 2. • EAL approaches embedded. • Continue to implement the positive ethos policy. 	<p>Totality of the Curriculum</p> <ul style="list-style-type: none"> • Balance of set contexts and pupil choice. • Share resources. • Develop the concept of vertical learning. • Effective communication with all stakeholders. 	<p>Learning and teaching</p> <ul style="list-style-type: none"> • High standards set for all pupils. • Personal Learning Plans and profiling. • Consistent level of engagement and active lessons in all classes. • Support and challenge for all pupils. • Continue to share good practice across our school.
<p>Experiences and outcomes</p> <ul style="list-style-type: none"> • Use West Lothian Progression Pathways and significant aspects of learning to build our own curriculum. • Continue to build up our learning and teaching resources. • Improved approaches to moderation. • Continue to build on our learning and teaching resources. 	<p>June 2015</p> <p>Where do we want to go?</p> 	<p>Entitlements</p> <ul style="list-style-type: none"> • Enhanced community links through class contexts for learning. • More development of skills for life and skills for work.
<p>Personal Support</p> <ul style="list-style-type: none"> • GIRFEC integrated with planning and assessment. • Visual timetables being used in classes. • Structured Buddy system. • Purposeful approach to learners' journeys. • Support for Learning/ differentiation– meeting the needs of all pupils. 	<p>Curriculum design</p> <ul style="list-style-type: none"> • Progression of skills and knowledge through curriculum areas. • Ensure that all children are challenged in their learning. 	<p>Assessment</p> <ul style="list-style-type: none"> • Increased levels of moderation. • Structured and shared expectation of assessment procedures. • Purposeful assessment. • Develop a new approach to tracking and monitoring, including attainment meetings.

<p>Values</p> <ul style="list-style-type: none"> • Junior leadership teams/ pupil voice groups to have clear action plans and to meet on a regular basis. • Steering groups. Staff responsibility/ remit. Focussed time. All classes represented. Processes for selecting pupils. • Consistent approached to behaviour management. • Whole school behaviour policy. • Develop staff and pupils understanding - Rights Respecting School Level 2. • EAL handbook. 	<p>Totality of the Curriculum</p> <ul style="list-style-type: none"> • Working with colleagues. Recommended professional reading. • Overview of learning contexts. • Dedicated areas for resources. Area on staff share for resources. • CPD around IDL. • Develop the concept of vertical learning. • Improved use of the blog to communicate and reflect on learning. • Achievement assemblies, certificates, achievement walls. 	<p>Learning and teaching</p> <ul style="list-style-type: none"> • Sharing Learning Intentions and Success Criteria in all lessons. Pupils creating Success Criteria. • Consistent and progressive approaches to profiling. • Forward and weekly planning with stage partners. • Shadowing opportunities. Using new resources. • Clear dialogue with Support for Learning teacher/s. • Build in time to share good practice. Devise strategies and methods for sharing good practice across our school.
<p>Experiences and outcomes</p> <ul style="list-style-type: none"> • Frameworks and pathways introduced and embedded. Agreed planning formats. • Ensure we have a balance between discrete teaching and contexts for learning. • Lead learners in Curriculum Areas, • Time allocated/collegiate time for professional dialogue. • Use of time to ensure moderation across stages and levels. 	<p>June 2015</p> <p>How will we get there?</p> 	<p>Entitlements</p> <ul style="list-style-type: none"> • Provide opportunities for careers development. Trips to work places. Invite parents in. • Skills framework.
<p>Personal Support</p> <ul style="list-style-type: none"> • Become familiar with GIRFEC paperwork. • Visual timetables being used in classes. • Look at different approaches to buddying. Planning ahead. • Children take more responsibility with learners' journeys. Investigate how other schools embed learners' journeys. • Use of Support for learning, PSWs and differentiation 	<p>Curriculum design</p> <ul style="list-style-type: none"> • Build our own progression pathways to ensure pace and progression, including the significant aspects of learning. • Discrete teaching of curriculum areas so the learning can be applied through a context. 	<p>Assessment</p> <ul style="list-style-type: none"> • Opportunities for moderation. Using guidance. Working groups. Collegiate time. • Develop learners' dialogue so pupils are able to self and peer assessment using the language of knowledge, skills and attributes. • Using CEMs results in a purposeful way.

Strategic Curriculum Plan (Three Years)

Session	Area for Development	Desired Outcomes
2014-2015	Raising Attainment: English and Literacy	Collaborative working both in school and across the cluster to improve attainment in literacy. Effective approaches to learning, teaching and assessment. A consistent understanding of standards through moderation in literacy.
	Raising Attainment: Maths and Numeracy	Collaborative working both in school and across the cluster to improve attainment in numeracy Effective approaches to early arithmetical learning.
2015-2016	Raising Attainment: Tracking and Monitoring	A robust tracking and monitoring systems incorporating GIRFEC, attainment and achievement is in place to track and monitor attainment and achievement of all pupils. Pupil profiling across the school that allows pupils to involve pupils in on-going dialogue about their learning and wider achievements A quality assurance model to support school and cluster self-evaluation and validate improvement is robustly implemented.
	Raising Attainment: Maths and Numeracy	Raised attainment in maths through improved learning and teaching of mental agility and number.
2015-2016	Curriculum Development: Science, Technologies, MfL	A coherent and progressive curriculum frameworks within Science, Technologies and Modern Foreign Languages is embedded to ensure high quality learning and teaching of skills, knowledge and attributes within these curriculum areas
	Curriculum Development: RME and Expressive Arts	An audit of the Expressive Arts and RME progression pathways is carried out to inform the development of a coherent and progressive curriculum frameworks during session 2017-18.

Priority: Raising Attainment		2014 – 2015			
Area for Development 1: To develop a robust tracking and monitoring systems incorporating GIRFEC, attainment and achievement.					
School's current position: The school has developed a system for tracking and monitoring pupil progress in maths and language. This session four classes have trialled an I-achieve system to record and celebrate personal achievements.					
Desired Outcomes	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring
<p>Pupils' needs across the school are accurately identified and addressed, leading to significantly improved engagement, aspiration, attainment and achievement in all pupils.</p> <p>A robust tracking and monitoring framework is in place to track progress and identify individual needs.</p> <p>A cluster quality assurance model is in place to validate improvement across all cluster schools</p>	<p>Audit current practice in tracking and monitoring at classroom and school level.</p>	<p>Tracking and Monitoring working party</p>	<p>September 2015</p>	<p>Questionnaire</p>	
	<p>Create a tracking and monitoring framework for the school to support identification of possible improvements: Effective use of assessment data Achievement & Attainment meetings Cluster moderation activities Effective use of Well-Being indicators</p>	<p>Tracking and Monitoring working party</p>	<p>September 2015 & ongoing</p>	<p>Best practice Results from pupil and parent focus groups</p>	<p>Quality Assurance procedures: Tracking and monitoring Pupil focus groups Parent focus groups Attainment and achievement meetings GIRFEC self-evaluation tool</p>
	<p>Develop pupil profiling and target setting at all levels: Early Level: Learner's Journeys First Level & Primary 5: I achieve journals Second Level: Didbook</p>	<p>Cluster groups</p>	<p>October 2015 & ongoing</p>	<p>Best practice Results from pupil and parent focus groups</p>	<p>Pupil and parent focus groups/ feedback Collaborative cluster dialogue</p>
	<p>Develop pupil language to ensure that children can talk about their learning and identify next steps; develop quality feedback</p>	<p>All staff; pupils</p>	<p>October 2015 & ongoing</p>	<p>October PLC</p>	<p>Quality Assurance procedures: Learning walks Jotter monitoring Pupil focus groups</p>
	<p>Involve parents through sharing of pupil profiles at school events and home link tasks</p>	<p>All stakeholders</p>	<p>Termly sharing the learning events</p>		<p>Parent feedback</p>
	<p>Devise and implement quality assurance model to support school and cluster self-evaluation and validate improvement.</p>	<p>All staff</p>	<p>May 2016</p>	<p>Cluster CAT sessions</p>	<p>Cluster meetings</p>

Evaluation:

How well do we identify the needs of our children?

To what extent can we identify groups of children whose needs are very well met or not met?

To what extent do we work across clusters to ensure that learn

To what extent are pupils and staff able to talk about pupils' learning?

To what extent are pupils and staff able to identify appropriate targets and next steps?
How accurate are these?

What impact does the school and cluster quality assurance model have on pupil attainment and achievement?

Evidence (How do we know?)**Quantitative data:**

Adaptive testing
SEEMIS information

Direct Observation:

Moderation of pupil work
Quality assurance of planning and jotter work
Minutes of staff and departmental meetings
Profiling of pupil work

People's views:

Tracking and Monitoring working party
Professional Learning Community discussions
Planning meetings
Parental feedback
Questionnaire responses
Pupil focus groups

Priority: Raising Attainment

2014 – 2015

Area for Development 2: To raise attainment in maths through improved learning and teaching of mental agility and number.

School's current position: This session the school have implemented a school progression pathway and engage with the West Lothian Council Mental Maths framework. The early level have started to embed SEAL approaches in their learning and teaching. Staff have worked with the Numeracy development Officer to integrate SEAL into learning and teaching. Differentiated grouping at second level for number has allowed staff to develop learning and teaching approaches.

Our assessment data shows that some improvement has been made in general maths, however, we need to focus on mental maths and applying skills in different contexts.

Desired Outcomes	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring
<p>Clear baseline which incorporates pupil, staff and parental understanding of mental maths and number and number process.</p> <p>Learning and teaching within mental maths and number processes is improved.</p> <p>Improved attainment within mental calculations and number.</p>	<p>Audit: Staff expertise and current approaches to learning and teaching within:</p> <ul style="list-style-type: none"> - mental maths - number and number processes - fractions, decimal fractions and percentages - money - applying mathematical concepts - use of SEAL strategies <p>Pupil and parent views about mental maths and number experiences at school and home. The current use of data and benchmarking – adaptive testing; end of topic assessments; ongoing assessments; National Assessment Resource (NAR); Scottish Survey of Literacy and Numeracy (SSLN)</p>	<p>Curriculum development working party</p>	<p>By August 2015</p>	<p>Questionnaire</p>	<p>Quality Assurance Procedures</p>
<p>Pupil independence is improved through the promotion of independent thinking and have a go approach.</p>	<p>Direct input on learning and teaching pedagogy for all staff - Progression in mental calculation and number processes- Flexible strategies for teaching mental calculation and number processes - Learning and teaching approaches (including learning through play in the early years; effective use of ICT) - Approaches to assessment – Developing mind sets of having a go</p>	<p>Numeracy Development Officers</p> <p>Working parties in levels</p>	<p>Term 1: L&T strategies</p> <p>Term 2: Assessment strategies in clusters</p>	<p>November Professional Learning Community: Feedback on learning and teaching strategies in clusters</p>	<p>Quality Assurance Procedures: Monitoring of planning and jotters; Validated Self Evaluation learning round approach; Collaborative coaching clusters; Learning walks</p>

<p>different kinds of learning in new situations.</p> <p>Robust moderation, assessment and self-evaluation procedures in place.</p> <p>Parental understanding of where their children are within learning and their next steps and can support their children to achieve these.</p> <p>Children are clear about what and how they are learning and can identify their next steps</p>	Develop the numeracy and maths experiences and outcomes through interdisciplinary learning and develop real life contexts for learning.	All staff	February in service: Moderation	Themed weeks: Money week; STEM week	Quality Assurance Procedures: Monitoring of planning; pupil focus groups
	Use SSLN information and advice and implement in practice.	All staff	Throughout session 2015-16	Advice from Educational Scotland	Quality Assurance Procedures: Planning; jotter work; Pupil focus groups
	Establish a progressive pathway and guidance on the sequential teaching of maths for the learning and teaching of mental calculation and number processes to ensure pace, breadth, depth and progression.	Curriculum development working party	Throughout session 2015-16		
	Establish a common maths language and approach to the setting out of maths algorithms	Curriculum development working party	December 2014		
	Organise a parental curriculum evening and share learning approaches and strategies with parents. Develop a video library of strategies to support parents and pupils.	All staff led by numeracy coordinators	February 2016		Parental feedback
	Develop peer triads (learning round approach) to plan, observe and assess learning and teaching within a level and across a level.	All staff	September 2015 & ongoing	Collaborative coaching clusters	Feedback from Collaborative coaching clusters
	Develop the learning walks to focus on progression, pace and differentiation within maths and involve pupils a variety of staff.	All staff and pupils	September & ongoing		Learning Walks
	Develop robust assessment approaches using the say, make, write and do approach for mental maths and number. Implement maths self-assessment booklet for	All staff, pupils & parents	By February 2016		Collaborative cluster professional dialogue

	<p>pupils.</p> <p>Develop a Magical Mathematician whole school award to celebrate numeracy and maths across the school.</p>	<p>Numeracy Junior Leadership Team</p>	<p>By October 2015</p>		<p>Pupil, parent and staff questionnaire</p>
<p>Evaluation:</p> <p>How has developing a consistent approach to the teaching of mental maths and number impacted on pupil attainment?</p> <p>How has the moderation of mental maths and number impacted on learning and attainment?</p> <p>How successful have we been in engaging parents and the wider community in the development of mental maths and number skills?</p> <p>To what extent are pupils encouraged to use their number knowledge and skills within different learning contexts?</p> <p>How have children's mind sets towards maths changed?</p> <p>Are children more independent in mental maths and number activities?</p>			<p>Evidence (How do we know?)</p> <p>Quantitative data:</p> <p>Adaptive testing SEEMIS information</p> <p>Direct Observation:</p> <p>Peer observations Shadowing opportunities Moderation of pupil work Quality assurance of planning Minutes of staff and departmental meetings Implementation of the numeracy progression pathways</p> <p>People's views:</p> <p>Numeracy working party Professional Learning Community discussions Planning meetings Parental feedback Questionnaire responses Pupil focus groups</p>		

Additional Tasks 2015-16	Responsibilities
Embed the Positive Ethos Policy	All staff; Junior Leadership Groups
Further develop Language and Literacy Frameworks linking to the Significant Aspects of Learning	Literacy coordinators
Embed new spelling and writing framework	Literacy co-ordinators
Embed new Nelson handwriting scheme	Literacy co-ordinators
Develop and embed the Learning and Teaching Policy	SMT
Develop the GIRFEC self-evaluation toolkit	Health coordinators
Continue to build our curriculum linked to the Cluster Improvement Plan for Science, Technology and Modern Foreign Languages	All staff
Implement the key messages from Building the Ambition	PT and Early Level staff
Implement nursery action plan	PT and nursery staff
Further strengthen our links with the wider community with a focus on the world of work	Social Subjects Coordinator and Community Crusaders Junior Leadership Group