



MID CALDER PRIMARY SCHOOL & NURSERY IMPROVEMENT PLAN

2016 / 2017

School Engagement with the National Improvement Framework



Factors Influencing the Improvement Plan

School factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Flexible early learning and childcare implementation

New head teacher and staff members across the school

New nursery building

Local authority factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework

Raising attainment, including closing the gap

Better Outcome agreement

Single Outcome agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental Engagement Framework

Increased entitlement to early years' provision

National factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare

OECD recommendations

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Building the Ambition

National Qualifications

Child Protection Issues / Guidance

National Legislation: Children and Young People (Scotland) Act 2014

GTCS standards and professional update

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.

Session	Area for Improvement	3 Year Strategic Plan Outcomes
2015/2016	Raising Attainment – Tracking & Monitoring	<ul style="list-style-type: none"> • 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 & Numeracy	<ul style="list-style-type: none"> • Collaborative working both in school and across the cluster to improve attainment in numeracy Effective approaches to early arithmetical learning.
2016/2017	Excellence through raising attainment and achieving equity – Learning and teaching	<ul style="list-style-type: none"> • High quality learning and teaching approaches which ensure equity and high aspirations which improve outcomes and promotes the well-being for all are consistently used across the school and nursery
	Excellence through raising attainment and achieving equity – Literacy (reading and spelling)	<ul style="list-style-type: none"> • Raised attainment for all in literacy and English through improved learning and teaching of reading and spelling.
2017-2018	Excellence through raising attainment and achieving equity - Curriculum	<ul style="list-style-type: none"> • Significant aspects of learning are used to consistently focus on ‘how much’ and ‘how well’ learners are progressing and achieving • Moderation of a level – consistency within schools, across clusters and across
	Excellence through raising attainment and achieving equity – Developing a whole school profiling system	<ul style="list-style-type: none"> • Effective whole school profiling system is in place building on the good practice from Didbook and online Learners Journals in the nursery

Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY					
Area for development: To develop consistent high quality learning and teaching approaches which ensure equity and high aspirations which improve outcomes and promotes the well-being for all					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
Strong leadership of learning of all staff across the school and staff able to reflect on the impact of their learning on pupils	Audit: Staff expertise and knowledge within Visible Learning; Growth Mindsets; Building Learning Power; Outdoor Learning Assign staff to cluster learning and teaching groups	All staff All staff	September 2016 September 2016	CAT session In-service day	Feedback Evaluation of cluster in-service day
A collegiate learning environment with all stakeholders working together to learn with and from each other	Devise cluster action plans within Visible Learning; Growth Mindsets; Building Learning Power to allow staff to research/ implement/ review/ share and embed into practice. School focus group devises an action plan for outdoor learning. Implement SEEMIS pastoral notes across the school	All staff All staff	October 2016 September 2016& ongoing	CAT session SEEMIS training	Action plans devised SMT – online chronologies
Resilient and confident children that are able to make informed decisions	Implement the cluster ‘Iachieve’ wider achievement to track achievement and ensure consistency across the cluster and equity for all	All stakeholders	September 2016& ongoing	Launched with parents/carers at Meet the Teacher	Class Teachers and SMT through tracking system Focus groups with a stakeholders
A robust tracking system together with effective interventions ensures continuous progress for learners, especially across transitions	Update the Health and Well-Being learning pathways to ensure breadth, depth and progression of learning Tracking of well-being indicators at all levels Embedding nurture principles in all classes including the nursery class.	Health and Well-being coordinators All staff	September 2016& ongoing November 2016 & ongoing	Agreed tracking system Professional Learning Community	Forward/daily planning Attainment and achievement meetings
Outdoor spaces are used effectively to promote positive relationships and well-being.	Embed positive behaviour management strategies	All staff	November 2016 & ongoing	Opportunities for peer shadowing within school and cluster	Learning Walks Classroom observations Focus groups
Staff, children and young		Healthy	May 2017		

people know, understand and use the well-being indicators as an integral feature of school life.		Heroes			
Evaluation (linked to challenge questions within HGIOS4 / HGIOELC) 1.2 How effectively do we create a learning culture within our school and early years provision? 1.3 To what extent are our tools for change impacting positively on staff and improving outcomes for all learners? 2.3 How well do we deploy a wide variety of innovative and creative learning and teaching approaches? 2.7 How effectively do we support parents and carers to participate in, contribute to and understand their child's learning? How effectively do we communicate about progress, attainment and achievement? 3.2 How well are we removing barriers to learning and ensuring equity for all?		Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence) Pupil Learning Experiences Classroom observations of learning episodes Learning walks Peer observations Attainment and achievement meetings Performance information Moderation activities Tracking of wider achievement Pupil focus groups Parent focus groups			

Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY					
Area for development: To raise attainment and ensure equity in literacy and English through improved learning and teaching of reading and spelling.					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
Clear baseline which incorporates pupil, staff and parental understanding of confidence to teach/support learning within reading and spelling.	Audit: Staff expertise and current approaches to learning and teaching within reading and spelling Staff confidence in teaching reading and spelling Current resources available to teach reading and spelling and against resources being currently used Pupil and parent views about reading and spelling at school and home (including the use of ICT to develop reading skills.) The current use of data and benchmarking – adaptive testing; ongoing assessments; National Assessment Resource (NAR); Scottish Survey of Literacy and Numeracy (SSLN); Single Word Reading test (SWRT); Single Word Spelling Test (SWST); dyslexia checklists	All stakeholders	September 2016	CAT session PSW meeting Meet the Teacher – parent/carer views Pupil Focus groups	Findings from audit Attainment/Achievement meeting
Learning and teaching within reading and spelling is improved resulting in raised attainment for all.	Direct input on learning and teaching reading and spelling pedagogy for all staff. Implement practitioner enquiry in each cluster group. Develop peer triads (learning round approach) to plan, observe and assess learning and teaching within a level and across a level. Develop the learning walks to focus on progression, pace and differentiation within reading and spelling and involve pupils a variety of staff.	Literacy base Educational Psychologist	September 2016 & ongoing	CAT sessions Focused time	Practitioner enquiry action plans; evaluations Professional Learning Community discussions Parent/carer; pupil focus groups Pupil Support Worker meeting minutes Class observations Learning Walks
Pupil independence is improved through the promotion of independent thinking, have a go approach and through play experiences.	Promote the use of digital literacy to widen children's experiences of the written word and to develop skills for learning, life and work. Develop reading approaches through active and play based experiences. Implement progressive learning pathways in reading skills and stages of spelling development into planning, assessment and moderation which ensure pace, breadth, depth and progression	Cluster groups ICT coordinator	September 2016 & ongoing	Moderation sessions built into school calendar	Forward and daily plans Attainment meetings
Shared expectation with all stakeholders of attainment of a level.	Develop robust assessment approaches using the say, make, write and do approach for reading and spelling which reflect the Significant Aspects of Learning.	All staff	October 2016 & ongoing	Cluster session	Pupil Profiles

<p>Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about learning and progress</p>	<p>Develop pupil profiling in reading across the school and nursery to ensure pupils are able to reflect on their learning and set their next steps Develop moderation approaches using school profiling tool within reading.</p> <p>Organise a parental curriculum evening and share learning approaches and strategies with parents.</p> <p>Develop a video library of strategies to support parents and pupils.</p> <p>Promote reading for enjoyment through high quality library areas in each class; improving the school library facilities; linking with local libraries and businesses to promote the Great Mid Calder Reading Challenge; use interdisciplinary learning (IDL) opportunities to take part in Scottish book week, World Book Day, promote Read, Write, Count within P1 – P3, implement First Ministers reading Challenge with P4 – P7</p> <p>Develop whole school policy and procedures on the teaching of reading and spelling.</p>	<p>All stakeholders</p> <p>Book Lion Junior Leadership team</p> <p>All stakeholders</p> <p>SMT</p>	<p>February 2017</p> <p>September 2016 & ongoing</p> <p>April 2017</p>	<p>Professional Learning Community session</p> <p>School, Family Community Partnership action plan</p> <p>CAT session</p>	<p>School, Family, Community Partnership action plans; minutes of meetings</p> <p>Forward/daily plans</p>
<p>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC) <i>QI2.2 Curriculum</i> To what extent does our curriculum promote equity and raise attainment for all children and young people? Do we have a shared understanding of what progression looks like? <i>QI2.3 Learning, Teaching and assessment</i> How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge? How well do our questioning strategies enhance the learners' experience and enable higher order thinking skills? How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies? How well so we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning? How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? <i>QI 2.4 Personalised Support</i></p>		<p>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</p> <ul style="list-style-type: none"> • Value-added measures of performance • Pupils' progress from prior levels of attainment • Pupils' progress in achieving levels • Focus groups with: parent/carers; pupils; staff; partner agencies • Feedback from open mornings; curriculum evening; online guidance • Written responses and detailed comments • Team meetings at all levels • Shadow individual pupils • Classroom Observations • Peer triads • Monitoring pupil work 			

How effective are profiling process across the school? To what extent is our school an inclusive learning environment?	
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Plan for Additional Tasks

Additional Tasks	Responsibilities	SLT Point of contact
<ul style="list-style-type: none"> Further embed the principles of Building the Ambition with a particular focus on promoting curiosity, creativity and inquiry in the nursery 	Implement nursery action plan with support from West Lothian Council Early Years Development Officer	
<ul style="list-style-type: none"> Embed learning and teaching approaches in maths and numeracy 	Support staff to embed Number Talks; Mental Maths; SEAL; problem-solving; challenging learners	
<ul style="list-style-type: none"> Implement the School, Family and Community Partnership pilot project 	Organise training for groups of parents/carers Support groups to develop and implement action plans linked to school priorities	
<ul style="list-style-type: none"> Develop pupil profiling in the Nursery using online Learning Journals 	Link with Authority lead learner and cluster schools to implement the Learning Journals	
<ul style="list-style-type: none"> Develop science, technologies, expressive arts, RME curriculum and resources 	Build on work started last session to develop a progressive curriculum in each curricular area	
<ul style="list-style-type: none"> Continue to embed 1+2 agenda by ensuring progressive learning in French across the school 	Lead learner to liaise with West Calder High school as to purchase of appropriate resources through future funding where appropriate Support staff in the teaching and learning of French	