**OGILVIE SCHOOL CAMPUS**

**SCHOOL IMPROVEMENT PLAN**

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**2016 / 2017**

**School Engagement with the National Improvement Framework**



**Current Position**

**Next Steps**

## Factors Influencing the Improvement Plan

**School factors**

* Addressing Action Points identified in school’s Self Evaluation procedures
* New Cluster Improvement Plan
* Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
* Integrating GIRFEC across the school.
* Working towards first green flag

**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 Parental Engagement Framework

**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

# Our Vision

Ogilvie School Campus aspires to provide a safe, stimulating environment where pupils, families, staff and partners can work together to develop an ethos of positive relationships and shared respect.

We aim to provide a curriculum which equips our pupils to become responsible citizens, effective contributors, successful learners and confident individuals

**Our new agreed motto**: Working together to celebrate every unique success

**Our new agreed Values**; Respect, Trust, Support, Flourish

**Our Aims**

**Leadership and Management**

* To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.
* To ensure high quality leadership, management and support
* To create leadership opportunities for all staff.

**Learning Provision**

* To create a safe and enjoyable learning environment where children and staff can thrive and succeed and each individual’s uniqueness is celebrated.
* To provide the highest quality of learning and teaching experience which enables every child to maximise their success in learning.
* To develop a progressive and challenging curriculum, which develops skills for life and independence, which is meaningful, relevant and enjoyable.

**Successes and Achievements**

* To ensure the best possible outcomes for all our children.
* To recognise and celebrate personal milestones for our children across home and school.

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| **Session** | **Area for Improvement** | **Outcomes** |
| 2015-2016 | Raising Attainment – Curriculum Planning | * To continue with our development of the school curriculum in line with BTC3 |
| Raising Attainment - Further embed our systems of tracking and monitoring achievement and attainment, including profiling and reporting. | * Continue to work to streamline our systems for tracking and monitoring attainment, linking this to systems for recognising achievement |
| 2016-2017 | Excellence through raising attainment and achieving equity –  Embedding robust Monitoring and Tracking processes and GIRFEC principles across the school to reflect Local and National policy and ensure we are meeting the needs of our children. | * Tracking and Monitoring IEP target setting and curricular planning are aligned. * Wellbeing indicators are identified to reduce barriers to learning. * Parents and Partners to be fully involved in setting the IEP’S for the children. |
| Excellence through raising attainment and achieving equity – Ensure full curricular coverage of experiences and outcomes with opportunities for appropriate challenge and progression. | * A clear curriculum rational. * Clear learning pathways for all individuals. * Appropriate assessment approaches are matched to the needs of learners. Staff have a shared understanding of progress across levels. * Promotion of outdoor learning and learning through play to be a regular, progressive curriculum led experience for all learners. |
| 2017-2018 | Excellence through raising attainment and achieving equity – Continue to work collaboratively to ensure a coherent and progressive learning experience for all our children through a focus on raising attainment in Literacy, Numeracy and health and wellbeing. | * Staff confident in teaching literacy and numeracy. * High quality professional dialogue ensures a consistent approach and shared understanding and expectations relating to continuity, progression and attainment in literacy and numeracy. |
| Excellence through raising attainment and achieving equity – Review and update technology within the curriculum, build staff confidence in using technology to impact on learning and teaching | * Current practice and implement the technologies framework are appropriate. * Staff have a clear knowledge and understanding of using technology to enhance learning and teaching. |

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| **Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY** | | | | | | |
| **Area for development:**  Embedding robust Monitoring and Tracking processes and GIRFEC principles across the school to reflect Local and National policy and ensure we are meeting the needs of our children. | | | | | | |
| **Desired Outcome** | **Implementation Process (Actions)** | | **By whom?** | **Time Scale** | **Resources / Costs / Training needs** | **Monitoring**  **by whom ? how?** |
| Tracking and Monitoring IEP target setting and curricular planning are aligned.  Wellbeing indicators are identified to reduce barriers to learning.  Parents and Partners to be fully involved in setting the IEP’S for the children. | * Develop a Quality assurance calendar to track and monitor progress. * In consultation with teaching staff , partners and parents discuss current IEP process and identify how each stakeholder can embed ‘Learning tracks’ within our new IEP cycle. * In consultation with teaching staff during a CAT session. Agree how ‘learning tracks’ will be embedded within our curricular plans. * Plan moderation activities throughout the year for staff to collaborate and ensure consistency across the school * To adapt our IEP document to reflect individual barriers against the wellbeing indicators and inform and action next steps. * New IEP cycle to include assessment period that parents and partners will be involved in. * To mark the start of a child’s plan when significant concerns have been identified Parents and Partners to work collegiately with the school to complete appropriate GIRFEC paperwork (flowchart of process to be developed) * Develop ways to engage parents and partners with individual   pupils ‘learning tracks’ | | SMT  All staff  All staff  Teaching staff  SMT  All partners  All partners  SMT/All staff | Sept 2016  May 2016  May 2016  On-going each term  Oct 2016  Oct 2016  May 2017  Ongoing through till May 2017 | Term time  CAT  CAT  CAT  CAT  Parent council/AHP meetings  CAT/Parent council/AHP meetings  Parent council/AHP meetings | QI Calendar  SMT agenda  Parent/partner/staff/SMT evaluation  Parent/partner/staff pupil/ SMT evaluation  Parent/partner/staff pupil/ SMT evaluation  Audit teachers paperwork (HT)  Parent/partner/staff pupil/ SMT evaluation |
| **Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)**  How well is evidence from self-evaluation being used to drive forward change?  4 How do we know that the changes we have made have improved outcomes for children?  How well do we take action to remove barriers to success?  Does the school promote an ethos and culture of positive engagement and participation with its pupils and parents?  Do we have effective assessment systems in place to identify the ever increasing diverse needs of our children?  How effective are profiling processes across the school.  How effectively do we involve parents and partner agencies to ensure learners benefit from the right support at the right time including next steps in learning, changes and choices?  To what extent are we sure of what meaningful engagement with families looks like.  How is our family learning helping to promote the wellbeing indicators? How do we know?  To what extent do all staff understand GIRFEC, the wellbeing indicators and how these can have a positive impact on children and their families.  How well do we share skills, information, knowledge and experience across parents and partners? How well do we learn from successful partnerships. Do we engage in shared professional learning opportunities with partners. | | **Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)**   * **Self-evaluation will be integral to how we work within our school community and is an ongoing feature of school life.** * **All staff will be clear on the strengths and areas for development based on a range of evidence; this will be used to create a clear rational for future improvements. (CAT sessions)** * **All staff, pupils (where possible), parents and partners will be fully involved in improving the life and work of the school. (evaluation forms, talking mats)** * **Across the year we will have focused attention on monitoring and evaluating learning and teaching and children’s achievement. (observations, moderation activities, share good practice)** * **Our curriculum will effectively promote safeguarding and wellbeing across all stages and takes good account of our school context. (wellbeing indicator reflected in IEP and Learning tracks)** * **Our children’s achievements in and out of school will be recorded and recognised. (home/school diary, home certificates and Learning Tracks)** * **Our tracking and monitoring will be understood and used effectively to secure improved outcomes for all our children. (class observations, moderation activities)** | | | | |

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| **Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY** | | | | | |
| **Area for development:**  Ensure full curricular coverage of experiences and outcomes with opportunities for appropriate challenge and progression. | | | | | |
| **Desired Outcome** | **Implementation Process (Actions)** | **By whom?** | **Time Scale** | **Resources / Costs / Training needs** | **Monitoring**  **by whom ? how?** |
| A clear curriculum rational.  Clear learning pathways for all individuals.  Appropriate assessment systems are matched to the needs of learners. Staff have a shared understanding of progress across levels.  Promotion of outdoor learning and learning through play to be a regular, progressive curriculum led experience for all learners. | * Consult with staff to agree a clear and concise rational within our CAT sessions. * Appropriate working groups set up to drive curriculum rational forward. * Embed learning tracks within individual planning. * Establish IDL planning frameworks. * Develop class sessional planning overview. * Develop progressive plans for topic boxes. * Further develop Literacy and Numeracy framework * Develop a progressive programme for wider experiences * Visit to similar special schools to collate information on best practice in relation to planning experiences within soft play and sensory room. * Provide collegiate opportunities for staff to share and implement good practice within and out with the school. * Develop opportunities for joint CPD with similar sector school. * Staff to make more use of research to inform learning and developments through CAT sessions and professional reading club. * Provide opportunities for teachers to moderate standards across learning communities. * Explore a range of different assessments to measure children’s developmental stage and progress. * Develop way to measure improvement in learning on outcomes for learners. * Training from Lynda Keith on Learning through Play * Development of our Shared Areas in school to reflect needs of the children * Visit to similar special schools to collate information on best practice * Develop outdoor learning programme. * Develop our sensory garden as a purposeful and engaging learning and teaching resource. | All staff All staff  All staff  Teaching staff  All staff  All staff  All staff  All staff  Teaching staff  All staff  HT  All staff  SMT /Teaching staff  SMT /Teaching staff  SMT /Teaching staff  Lynda Keith  All staff  SMT /Teaching staff  SMT /Teaching staff  SMT /Teaching staff | Sept 2016  Sept 2016  Session 16-17  Session 16-17  Dec 2016  Session 16-17  Session 16-17  Dec 2016  Session 16-17  Session 16-17  Session 16-17  Session 16-17  Session 16-17  April 2017  April 2017  Dec 2016  Jan-May 2017  Session 16-17  April 2017  April 2017 | In service  CAT  CAT  CAT  CTM  CTM  CTM  CTM  McCrone  McCrone  CAT  CLPL  CTM  CAT  CAT  CAT  CTM  McCrone  CAT  Class time | Evaluation of In service/CAT sessions  QI/SMT  Attainment meetings with Teaching staff  Observation focus sessions  Evaluation all staff  Feedback reports  Evaluation reports from all staff involved  CAT/ Club evaluations and Impact evaluations.  Moderation activities (teaching staff)  Attainment meetings(SLT)  Training evaluations all staff  Evaluation of impact (all staff) |
| **Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)**  **To what extent do we take account of all the factors that make our school unique?**  **Does the curriculum experienced by our learners reflect our rational? How do we know?**  **To what extent does our curriculum promote equity and raise attainment for all children.**  **How effective is the leadership of curriculum development at all levels.**  **Do we have a shared understanding of what progression looks like?**  **To what extent does our school have a shared understanding of interdisciplinary learning and how to develop it as an important context for learning?**  **How well do we use our community and spaces to deliver high quality outdoor learning?**  **How well are we enabling children to become independent learners and develop the four capacities?**  **How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge.**  **How well do we apply the principles of planning, observation, assessment, recording and reporting as integral feature of learning and teaching?**  **How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups.**  **How well do we involve learners and parents in planning and evaluating learning?**  **How do we know that our professional learning is improving outcomes for learners?**  **To what extent do we critically engage with research, policy sources and developments in learning and teaching?**  **How effective are our approaches to collegiate learning? Are we using an appropriate range of approaches which enable us to learn with and from each other? To what extent do our quality improvement processes lead to improvements in learning and teaching?**  **How effective are we at ensuring an inward, outward and forward focus in our evaluation and improvement activities?**  **How well do we provide opportunities for staff to be involved in and lead aspects of school**  **Improvement?**  **How well do we create collaborative conditions for staff to learn with and from others through critical enquiry? Are we maximising all opportunities available to support peer collaborative learning?**  **To what extent does our school community have ownership of our vision, aims and values?** | | **Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)**  **All our stakeholders will contribute to the rational, design and ongoing development of the curriculum.**  **Everyone understands what the school is trying to achieve through its curriculum.**  **All staff and partners are ambitious and expect high levels of attainment and achievement for all learners.**  **Time will be protected for professional learning and collegiate working to develop the curriculum and consider its impact on our children.**  **Outdoor learning is a regular, progressive curriculum led experience for all learners.**  **There will be a clear focus on developing skills of literacy, numeracy and health and wellbeing in a progressive way across the curriculum.**  **Our children’s achievements in and out of school are recorded and recognised.**  **Staff access and apply relevant findings from educational research to improve learning and teaching.**  **Our assessment approaches are matched to the learning needs of our children and are used to support them to demonstrate where they are in their learning.**  **A quality body of evidence will be used to support assessment judgements and decisions about next steps.**  **Our Children will have high quality individualised and meaningful progression pathways.**  **Our children’s needs will be identified through robust assessment information including specialist input where required.**  **Effective partnership approaches will be embedded within planned programmes and support processes.**  **We have a strong ethos across the school to minimise the impact of potential barriers to learning.** | | | |

Plan for Additional Tasks

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| Additional Tasks | Responsibilities | SLT Point of contact |
| * Develop greater opportunities for pupil voice. | All staff | LS (HT) |
| * Develop the use of On-line journals. | Teaching staff | CT (PT) |
| * In liaison with partners and parents create homework opportunities for children | Partner’s, parent council, teaching staff and SLT | LS (HT) |
| * Create effective Behaviour policy | Partner’s, parent council, teaching staff and SLT | DH (PT) |