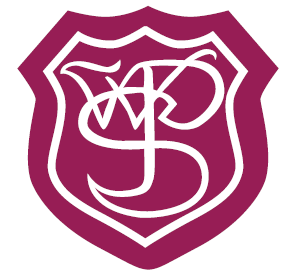
**Williamston Primary School**

**SCHOOL IMPROVEMENT PLAN**

**2016 / 2017**

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**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

Cluster Improvement Plan

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

Flexible early learning and childcare implementation

**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

Raising attainment including closing gap

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

# Our Vision

**Our School Values, Vision and Aims:**

**Vision Statement**

# School Aims:

1. **Learning and Teaching**

* To ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences.
* To ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence.
* To provide the highest quality of learning and teaching experiences that enable young people to enjoy their education and develop positive attitudes towards learning.

1. **Vision and Leadership**

* To ensure a clear direction for the school which is shared by and involves all stakeholders
* To promote, encourage and provide opportunities for leadership at all levels

1. **Partnership**

* To provide effective support systems for all learners which promote personal and social development and underpin academic achievement.
* To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.

1. **People**

* To provide pupils with opportunities to develop knowledge and understanding in relation to their duties and responsibilities of citizenship in a democratic society.
* To promote an ethos of self-evaluation for all leading to whole school improvement

1. **Culture and Ethos**

* To provide a welcoming, safe, caring and healthy environment in which each learner is valued and supported.
* To improve the quality of educational experiences for learners through a programme of continuing professional development for all staff.
* To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.

**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.

**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 develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.

**Successes and Achievements**

* To ensure the best possible outcomes for all our learners

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|  |  | 3 Year Strategic Plan |
| **Session** | **Area for Improvement** | **Outcomes** |
| **2015/2016** | To work collaboratively both in school and across the cluster to implement progression pathways/refresh programmes in all curricular areas. To improve knowledge and understanding of the principles and practice of curriculum development, leading to enhanced learning experiences for all learners. | * Staff have consistent understanding of standards through continued moderation of literacy/numeracy, within school and across the cluster * All teachers demonstrate improved understanding of curricular principles, practices and significant aspects of learning * Use of national expectations, progression pathways and national resources ensure that the curriculum reflects the key principles * Meaningful outdoor learning opportunities continue to be further developed to provide motivating and stimulating contexts for learning |
| To further develop self-evaluation strategies and improvement methodology, to include professional enquiry | * Improvement methodology and professional enquiry are used to gather evidence of impact, build teacher capacity and improve outcomes for learners |

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| **2016/2017** | Excellence through raising attainment and achieving equity –Learning Provision | * Staff have a clear understanding of high quality learning and teaching for numeracy. Effective learning environments are consistent throughout the school. * All teachers demonstrate improved understanding of curricular principles, practices and significant aspects of learning for numeracy. * Children’s attainment in maths increased and pupils demonstrate an increased positive approach to learning in Maths. * Use of national expectations, progression pathways and national resources ensure that the curriculum reflects the key principles. * Parental engagement and family learning opportunities are planned for to increase involvement of parents with school life and impact positively on children’s learning . |
| Excellence through raising attainment and achieving equity – Raise attainment through further embedding and developing learning, teaching and assessment processes and practices across the school | * Learners will be increasingly supported through using a variety of learning and teaching strategies. * A quality body of evidence is used to support assessment judgements and decisions about next steps * Nurture principles will be shared and used throughout the school * Improve shared understanding of CfE levels through effective and collaborative moderation of standards * Intelligent analysis of data available and other information about learners informs planning for learning and identifies appropriate universal and targeted interventions * The broad general education will be further developed and staff will be more confident in delivering aspects of the curriculum |
| **2017/2018** | Excellence through raising attainment and achieving equity – Self-evaluation for self-improvement | * Thematic approaches to self-evaluation for self-improvement enhance learning and teaching practices and approaches to cross-curricular, inter-disciplinary and discrete subject teaching * Strategies which continue to improve attainment in literacy and numeracy will be implemented * Strategies to improve early learning will be further identified and implemented |
| Excellence through raising attainment and achieving equity – Learning Provision | * Family learning programmes increase parental engagement in pupil profiles and provide families with programmes to support children’s learning at home |

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| **Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY** | | | | | | |
| **Area for development: Raising attainment in numeracy ensuring equity for all learners** | | | | | | |
| **Desired Outcome** | **Implementation Process (Actions)** | | **By whom?** | **Time Scale** | **Resources / Costs / Training needs** | **Monitoring**  **by whom ? how?** |
| Children’s attainment in maths is increased and pupils demonstrate an increased positive approach to learning in maths  By 2019 90% of all learners will achieve expected levels of attainment within maths and numeracy  Enhanced opportunities for assessment and moderation support teachers to make confident judgments about achievement of Curriculum for Excellence levels in Numeracy | All learners will have access to high quality teaching and learning opportunities, including progression for pictorial to concrete to abstract strategies (SEAL)  Co-ordinated approaches to high quality staff training through effective implementation of SEAL, Number Talks, Maths working walls and Numicon.   * Introduce and implement enhanced progression pathways, incorporating SEAL approaches, for Early, First and Second Levels   Effective cluster moderation enhances teacher’s professional judgement in standards and expectations   * Co-ordinate cluster moderation and assessment opportunities with a focus on maths * Dedicate time for professional dialogue to moderate children’s progress * Introduce and implement curriculum progression tracker overviews * Analyse teacher judgement and adaptive testing information to identify trends/improvements for sharing practice * Identify and track progress of able learners, ensuring appropriate pace and challenge   High quality learning and teaching will be quality assured and evaluated through using the learning walk approach, within all schools, across the cluster  Raising the profile of numeracy and maths through using literacy as a focus for developing transition projects and master classes | | All staff  All staff  HT/DHT/PT  Cluster HT and lead learner  All staff  Cluster HT  All staff | Aug - Oct | Resources suitable to support high quality learning and teaching.  Concrete materials  Numeracy themed books  Cluster training opportunities-  CAT sessions  In-service days  Moderation planned sessions for all staff   * Agreed 4 Cluster Sessions from WTA Departmental meeting time | Senior Leadership Team  Quality Improvement/self-evaluation activities including   * classroom observations, * learning rounds, * professional dialogue, * discussion with staff/learner * monitoring of planning and pupil work   Planning meeting minutes / Support for Identified interventions  Cluster HT group  Focus team evaluations  HT / DHT evaluations  Pupil/Staff evaluations |
| All learners develop increased mathematical resilience through a more positive mindset leading to fully engaged in numeracy and maths | Engage staff in professional reading, research, discussion and observation of effective pedagogy in maths  Develop approaches to improving growth mindset in maths through practitioner enquiry using research material from Jo Boaler  Enhance learner’s conversations and their ability to reflect on learning in maths through planned profiling experiences  Implement Number Talks across the school to ensure thinking is visible and children show a more developed confidence in mental agility  Targeted groups of individuals to be identified for Number Talks interventions | | All staff | Oct- Nov | Mathematical Mindsets’ book – Jo Boaler  Number talks resource for each level.  Collegiate WTA sessions for planning and discussing | SLT / All staff  Quality assurance of profiles / moderation of profiles  Learner’s conversations with members of SLT on maths  Planning meeting minutes / Support for Identified interventions  Pupil/staff evaluations |
| Digital literacy will be further embedded in mathematics through the appropriate use of apps and Sumdog | Implement and use effectively Sumdog across the school  Examine the use of appropriate apps in mathematics and numeracy | |  | Aug - Jun | CAT time  Sumdog  Apps purchased.  Use of Meraki | Planning meeting minutes / Support for Identified interventions  Pupil/staff evaluations |
| Families will be more able to support and engage with their children’ s learning in numeracy | Establish a programme of family learning events including:   * I-count, I-spend, I-save, I-solve open afternoons * Family learning festival with a focus on numeracy * Create a cluster online sharing space for numeracy   Create support materials for parents to use with their children at home | | Cluster HT group | September 16 – May 17 | CAT time  Staff meetings  Resource booklets | All staff  Parent/Pupil/staff evaluations  (Impact on learners and families) |
| The curriculum is further developed and refreshed across all curricular areas providing rich, meaningful and progressive experiences for all learners | Implement draft curricular programmes and action plans based on PLG cluster developments. See additional tasks for detail.  Continue to review and refine curricular programmes, gathering evidence of impact linked to professional enquiry.  Use annotation and exemplification of levels as further guidance | | PLG |  | Cluster CAT sessions x 4  CLPL  Collegiate planning meetings | PLG Staff/pupil evaluations  Senior Leadership Team  Quality Improvement/self-evaluation activities including   * classroom observations, * learning rounds, * professional dialogue, * discussion with staff/learner * monitoring of planning and pupil work |
| **Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)**  1.3 To what extent are our tools positively impacting on staff and improving outcomes for learners?  What positive impact has our planning for continuous improvement had on outcomes for children and families?    2.3: Learning, teaching and assessment  How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge?  How well do we motivate and engage all children? How can this be consistent for children every day?  How well do our questioning strategies enhance the learners experiences 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 effectively do we involve learners and parents in planning and evaluating learning?  2.5: Family Learning  Are outcomes for children improving as a result of their participation in family learning? How do we know?  How is family learning improving their capacity to learn?  3.2 How well is assessment information used to inform teacher judgements? How do we know this is consistent?  How effective are our approaches to tracking progress and achievement? What needs to improve? | | **Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)**  All learners experience high quality learning and teaching evidenced through quality assurance activities .  Appropriate digital technologies become embedded in maths lessons  Learners and parents are further involved in planning through the profiling process  Increased involvement of parents in family learning events  Positive feedback from parents analysed to inform next steps  All children are able to verbalise and explain their strategies leading to increased mental agility  All children are excited and motivated by the challenge of maths.  Use of the online sharing space.   * QA calendar and evaluations * Planning and Attainment meetings – 3 per session with SLT and 3 with stage partners (dates in annual calendar) * Staff engagement in professional reading programme and dialogue (5 sessions on calendar) * Evaluations of Cluster initiatives (on school CAT calendar) * Peer support observations and professional discussions * Tracking and monitoring of teacher judgement (CfE achievement of levels) at Planning and Attainment meetings * Planned cluster and school learning walks * Analysis of CEM Adaptive Testing Information (including attitudes to learning * Observations of learning and teaching (including work sampling and pupil focus groups. | | | | |

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| **Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY** | | | | | | |
| **Area for development:** Raise attainment through further embedding and developing approaches to personalised learning and learning, teaching and assessment processes and practices across the school **.** Creating a nurturing, positive and respectful whole school ethos that supports high quality learning and teaching**.** | | | | | | |
| **Desired Outcome** | **Implementation Process (Actions)** | | **By whom?** | **Time Scale** | **Resources / Costs / Training needs** | **Monitoring**  **by whom ? how?** |
| A quality body of evidence is used to support assessment judgements and decisions about next steps  *Ensure effective assessment systems are in place to identify and support ever increasing diverse needs of children* | Continue to develop the profiling and reporting process within the school. Continued development of I journals, and use of online journals Nurs- P7.  Further improve tracking and monitoring procedures to take into account guidance from The National Improvement Framework and the Significant aspects of learning  Further improve moderation activities support teachers to make more confident judgements about achievement of levels | | All staff |  | Staff training | All staff – through moderation activities |
| Learners social and emotional wellbeing will continue to be developed within the classrooms and across the whole school.  *Create inclusive and nurturing learning environments across the school and stages.*  Improve and ensure outdoor learning and play opportunities are embedded as part of the broad general education entitlements for learners. | Implement the ‘Knowing Me, Knowing You’ ICE pack throughout the school.  Revise and Implement Whole school positive behaviour policy.  Further develop and embed outdoor learning and play in the curriculum | | All staff  PSW  SLT (DHT) |  | Knowing me Knowing you pack  Positive behaviour resources  House system/PLT  Outdoor learning handbook (PLG)  PSA funding to improve playground environment for development of play  . | SLT – through quality assurance procedures  Pupil dialogue – consistent and fair  All staff – through peer observation / discussion  Evaluations and feedback from pupils,parents and staff. |
| Learners will be increasingly supported through  *Improved approaches to universal and targeted support for our learners.* | Revise Sfl referral systems , tracking and monitoring systems and approaches for delivery of support  Robust assessment and identification of individual children’s needs and support plans based on research and evidence based effective interventions. | | Sfl teacher  SLT ( DHT)  All staff  Educational psychologist |  | Staff training | All staff – through the discussion at the sharing of strategies that people have tried |
| Nurture principles and inclusive practices will be developed ,shared and used throughout the school | Develop nurturing strategies and approaches as part of universal approach across the whole school and targeted support as part of planned interventions( Nurture time slots)  Introduce targeted support – Give us a break for vulnerable children. | | All staff  Educational Psychologist team  Trained members of staff  PSW | Aug –  June 2016 | Time – CAT / Inservice  2nd September 2016  Short term additional teacher resource( 6 weeks) | SLT – through quality assurance procedures  Evaluation and feedback from target groups. |
| **Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)**    How well do we use our community and spaces to deliver high-quality outdoor learning and opportunities  How well does our indoor and outdoor space support creativity,curiosity or inquiry?  How confident are we that all learners experience activities which are differentiated, active and provide effective support and challenge?  How well does our curriculum planning meet the needs of different groups of children?  How well do our questioning strategies enhance the learners experience and enable higher-order thinking skills?  How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?  In what ways does information from profiling and personal learning planning ensure continuity and an appropriate pace of progress in learning for all children?  How well do 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?  How do we ensure that processes for planning, assessment and reporting/processes for tracking and monitoring are manageable and effective in improving learning and teaching?  How well do we enable all children and young people to engage in self- and peer- assessment to improve their learning? How do we know this benefits learning? | | **Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)**  All learners experience high quality learning and teaching  All learners experience a supportive and nurturing learning environment.  Pupil learning needs are identified and supported well.  Data is used effectively to further children’s learning  Assessment is embedded within the learning and teaching process  Self- and peer- assessment is used effectively | | | | |

Plan for Additional Tasks-

| **WHOLE SCHOOL - Additional Tasks** | **Responsibilities** | **SLT Point of contact** |
| --- | --- | --- |
| * COMPLIANCE training for all staff * Annual Child Protection and focus theme ( Safe and Together training) * WRAP training ( All staff) * Equalities training (by DEC 16) * Key policies including Fire Safety | HT/SLT | HT |
| * Fully implement AAL strategy and principles in P5-P7 and continue to monitor the effectiveness of digital technologies in supporting learning across school | P5-P7 staff | HT and PT |
| * Continue to develop the growth mind set model in all classrooms | All staff | HT / DHT |
| * Improve opportunities to develop children’s understanding of the world of work and skills for learning, life and work. | All staff/PT/PLG | PT Early years/PT Second level/HT |
| * Further develop and explore opportunities and enhance creativity skills across the school including the nursery. | HT/SLT- All staff | HT |
| * Further develop and support teacher professional learning through PRD and Professional Update approaches. ( Teachers are confident in their application of the GTCS standards and their professional learning leading to Professional update. | HT/All staff |  |
| * Pollination project ( Grounds for Learning )\_ Develop and create environment for pollinators. Develop understanding of ecological importance of pollination and pollinators. | DH/Key staff/PLG | DHT |
| * Develop Outdoor Learning and play across school based on current good practice identified locally and nationally. * Outdoor Learning * Use numeracy and literacy outdoor learning resource * Evaluate above resource as a school   -Participate in Outdoor Learning CPD  -  Nursery - Introduction of more natural materials into play areas. | PLG Outdoor learning  PSW staff  Nursery staff  All class teachers evidence in planning, teaching and learning, PRD. | PT Early Years and DHT  Outdoor learning Lead learners  DHT |
| * Development( Nursery) and introduction of Online Learners’ Journeys in N-P7\* and further development of ijournals as a profile and new style reporting to parents to increase pupil and parental engagement in the learning process | All staff | PT Early years , Second level PT , DHT and HT |
| * SLF * Establish Health Boxes in ALL classrooms (relative to stage) * Inclusive Classroom Checklist to be implemented in all classes * Use and follow IEP planning grids | Resources evident in all classrooms. | Support for learning teacher  Head teacher/DHT |
| * Outdoor Learning * Use numeracy and literacy outdoor learning resource * Evaluate above resource as a school * Participate in Outdoor Learning CPD | All class teachers evidence in planning, teaching and learning, PRD. | Outdoor learning Lead learners  DHT |
| * Topical Science * Every class to plan for topical science at least once per term * Increase learners’ knowledge and experiences within science curriculum | Evidence of topical science in i-JournALs | Science PLG members  DHT |
| * Art * Use sketchbooks to implement skills progression (on sharepoint) | Art/Graphite pencils and sketchbooks needed for all classes. | RCCT teacher  HT |
| * Technologies * In levels, ensure all 6 areas of technologies curriculum (skills and dispositions) are covered throughout year, with digital technologies embedded across the curriculum. | Check Technologies help lists (sharepoint)  Opportunities explore in school technology resources | Technologies lead learners  Second Level staff  Acting PT |
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| * Social Subjects * Use new planners and skills progression * - Pre-determined assessments with a skills focus * Meaningful engagement from parents and children when planning | Time to explore new documentation and how to implement. | EY PT  Social subjects PLG |
| * RME * Further develop Values Education Programme * -Pilot new cluster RME Curricular Overview and Programme * Further develop ‘Time for Reflection’ opportunities | Time to look at curricular overview in departments in order to implement successfully | Key staff/HT |
| * Early Years * Implement floor books consistently across the curriculum for effective involvement of the children in the planning process and assessment. | Large ring-bind floor books needed for all classes  Selection of items for talking tubs  Thinking Trees  Yellow Sticky Strips for 3D mind maps  Training for staff | PT Early Years  EY PLG group members  Nursery/wraparound staff |
| **NURSERY Additional Tasks** | **Responsibilities** | **SLT Point of contact** |
| * Further development of leadership roles in Nursery | PT Early years and nursery staff | PT Early years |
| * Fully implement and develop consultative planning in nursery to engage and involve learner in learning process | PT Early years and nursery staff | PT Early years  HT |
| * Further improve and develop the quality and quantity of observations made in the Nursery | PT Early years and nursery staff | PT Early years  HT |
| * Further develop the use of Digital technologies to support learning across the play areas. | PT Early years and nursery staff | PT Early years  HT |