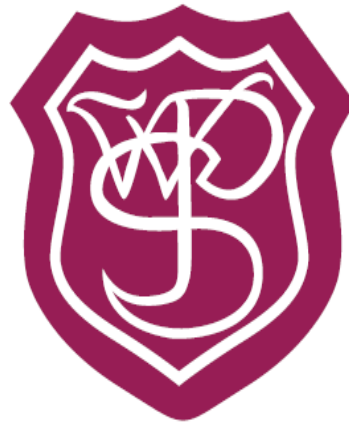


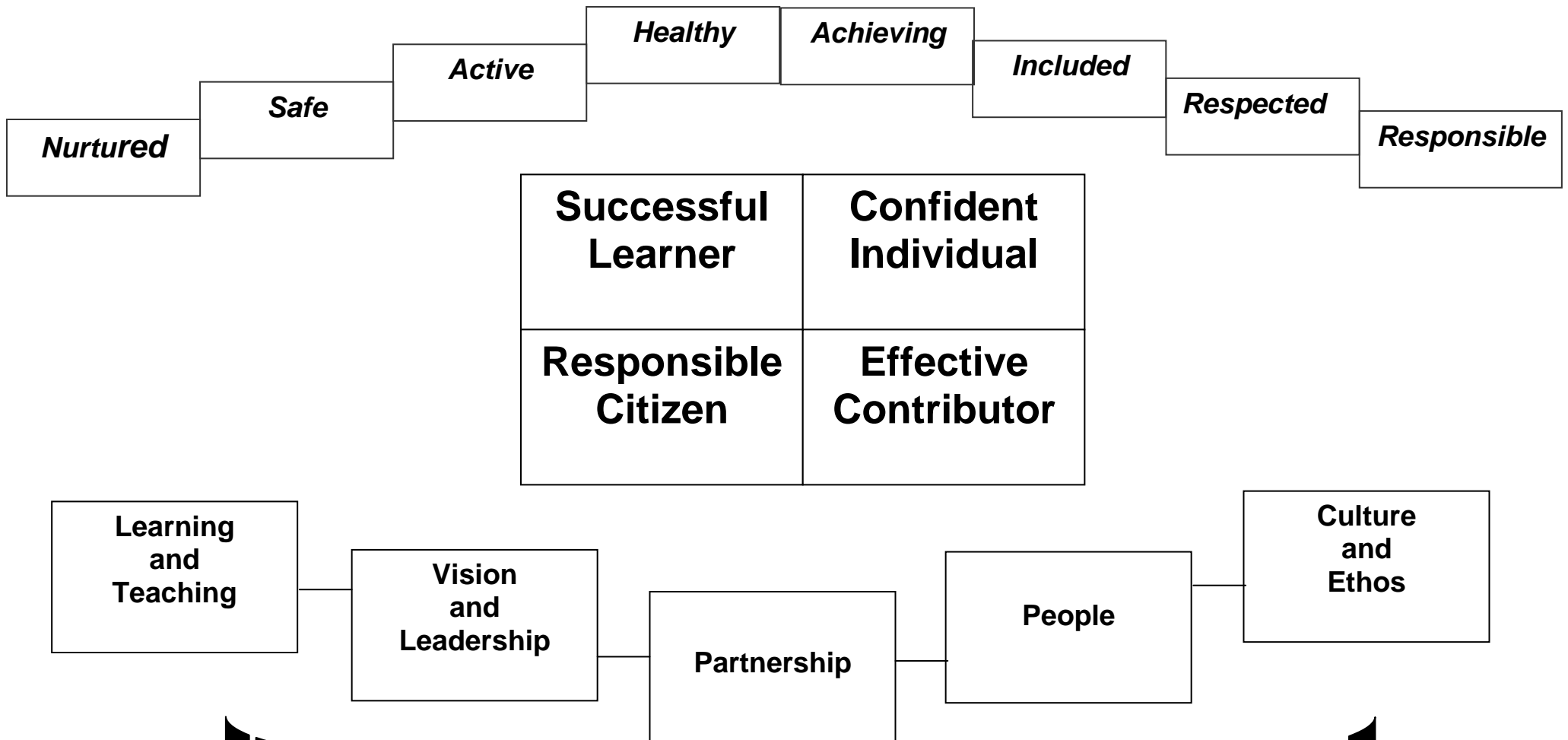
Williamston Primary School

SCHOOL IMPROVEMENT PLAN



2014-2015

VISION FOR CHILDREN



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

- The James Young Cluster Improvement Plan
- Appointment of new Acting PT
- Engagement with Curricular progression pathways
- SEEMIS monitoring, tracking and reporting
- Sportscotland school awards
- Involvement in improvement methodology project (Pathfinders – Lead Arlene Black)
- Implementation of Modern Languages 2+1 (Core language of French)
- Continuing to embed SEAL in practice
- Internal validated self-evaluation
- Change in Business Support Manager
- Reduction in budget allocation for core supplies
- Photocopying and printing targets

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

To provide education of the highest quality for all pupils which will meet their educational, personal social, emotional and physical needs enabling them to be successful learners, confident individuals, responsible citizens who make healthy lifestyle choices and make an effective contribution to society in their present and future lives.

Values

In carrying out all aspects of our work, we:

- Conduct our business with integrity, impartiality, fairness, tolerance and mutual respect;
- Value diversity, promoting social inclusion in an environment where everyone is welcome;
- Seek progress through partnership, working closely with people with whom we share a common purpose

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.

2. 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

3. 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.

4. 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

5. 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.

A curriculum framework to meet the needs of all learners 3 – 18

A schematic guide for curriculum planners

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

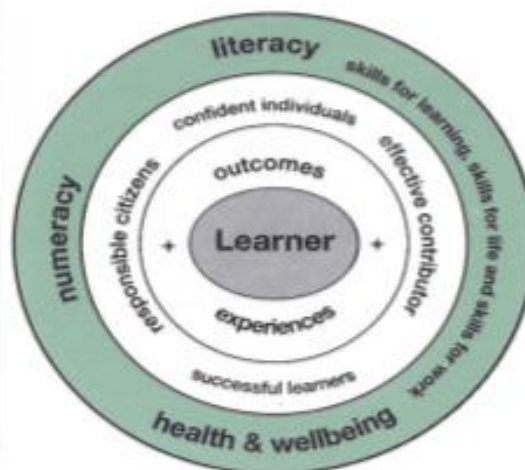
Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- 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.



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 of curriculum design:

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

Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

support the purposes of learning

Session	Area for Development	Desired Outcomes
2013-2014	To work collaboratively both in school and across the cluster to further develop and implement curricular frameworks and improve attainment in literacy and numeracy. To establish effective approaches to learning, teaching and assessment. To develop a consistent understanding of standards through moderation of literacy and numeracy.	<ul style="list-style-type: none"> • Common strategies for the teaching of key numerical skills including SEAL approach are identified and implemented. • Implementation of the SEAL approach across the school is consistent, impacting positively on learners • Procedures for moderation with and across schools promote a consistent understanding of standards • Reading and higher order skills are developed, to promote deep learning
	To review and evaluate current approaches to planning, monitoring and tracking at whole school, stage an individual level. To introduce clear and consistent procedures, ensuring each learner experiences a broad, general education. Develop approaches which evidence and demonstrate achievement across learning, appropriate to the individual needs of each learner.	<ul style="list-style-type: none"> • Current practice in planning reflects best practice and is consistent with the requirements of Curriculum for Excellence • The breadth of the curriculum is planned to meet individual needs and monitored at individual learner level • Each learner has an individual learning portfolio, demonstrating rich learning experiences across the curriculum, evidence of progress and wider achievement • Evidence demonstrates meaningful involvement of learners and their parents
2014-2015	To work collaboratively both in school and across the cluster to implement progression pathways in reading, technologies and social subjects. To improve knowledge and understanding of the principles and practice of curriculum development, leading to enhanced learning experiences for all learners.	<ul style="list-style-type: none"> • Staff have consistent understanding of standards through moderation of reading, within school and across the cluster and planning/moderation sessions within levels ensures improved coherence in learning • All teachers demonstrate improved understanding of curricular principles, practices and significant aspects of learning • The curriculum is further developed and refreshed in social subjects and technologies and learners experiences reflect the key curricular principles • Outdoor learning opportunities are further developed to provide motivating and stimulating contexts for learning
	To further develop consistent and systematic procedures for self-evaluation, involving all stakeholders and to implement a robust and rigorous system for tracking and monitoring the attainment and wider achievement of all learners.	<ul style="list-style-type: none"> • Improved self-evaluation process provides further evidence of strengths, development needs and further informs whole school continuous improvement • Monitoring and tracking is robust, rigorous, timely and responsive • All teaching staff engage with the requirements of professional update to record and evaluate professional learning
2015-2016	To further develop and refresh the curriculum in science, the expressive arts and modern languages	<ul style="list-style-type: none"> • Use of national expectations and progression pathways ensures that the curriculum reflects the key principles, with the focus on science, the expressive arts and modern languages
	To further develop self-evaluation strategies and improvement methodology, to include professional enquiry	<ul style="list-style-type: none"> • Improvement methodology and professional enquiry are used to gather evidence of impact, build teacher capacity and improve outcomes for learners

Priority: Raising Attainment			2014 – 2015		
Area for Development 1: To work collaboratively both in school and across the cluster to implement progression pathways in reading, technologies and social subjects. To improve knowledge and understanding of the principles and practice of curriculum development, leading to enhanced learning experiences for all learners.					
School's current position: The Head Teacher (HT) has led the West Lothian curricular workstream this session, developing progression pathways for each curricular area and three teachers from Williamston Primary have been involved in this development. All teachers have engaged with the new national expectations and are now more familiar with the principles, practices and significant aspects of learning. The HT and second level Principal Teacher (PT) has also worked with Education Scotland to exemplify and annotate early and second level technologies and children in nursery and P1 have engaged with a transition technologies project as part of this development work. Teachers worked collaboratively with staff from The James Young High School to build their own capacity and to seek guidance and support throughout this project.					
Desired Outcomes	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring
Learners are actively involved in the reading process and are able to confidently talk about their reading and skills used Staff have improved understanding of guided and shared reading ensuring high quality experiences for learners Staff have improved understanding of standards through moderation of reading, within school and across the cluster, ensuring a consistent experience by learners	Carry out and use audit information to determine understanding of staff of the key principles/skills of teaching reading Use Raising Attainment Resources re Bloom's and Barrett's taxonomy Share Shirley Illman / Alison Paterson training with staff – focus on shared and guided reading Plan moderation activities with focus on understanding, interacting with and interpreting text	All staff	Aug 2014- March 2015	Identified school/cluster collegiate (CAT) sessions CPD courses Staff meetings Planning meetings Meetings with learners Photocopying Professional reading resources	Senior Management Team Lead learners Quality improvement/self-evaluation activities including classroom observations, professional dialogue, discussion with learners and monitoring of planning and pupil work
All teachers demonstrate improved understanding of curricular principles, practices and significant	Plan CAT sessions for all staff to engage with national/local curricular advice and guidance, including the Education Scotland professional learning resource	All staff	Aug 2014- Dec 2014	Identified CAT sessions CPD courses Staff meetings	Senior Management Team Quality improvement/self-evaluation activities including classroom observations,

aspects of learning The curriculum is further developed and refreshed in social subjects and technologies and learners experiences reflect the key curricular principles	<p>Undertake audit of technologies and social subjects</p> <p>Use audit information to identify strengths/development needs</p> <p>Review and refine curricular programmes, using West Lothian progression pathways</p> <p>Continue to build on technologies work undertaken last session, using annotation and exemplification of levels as further guidance</p> <p>Plan more frequent and focussed planning/moderation sessions, within levels, to ensure progression, continuity and depth of learning</p>			<p>Planning meetings</p> <p>Meetings with learners</p> <p>Photocopying</p> <p>Professional reading resources</p>	<p>professional dialogue, discussion with learners and monitoring of planning and pupil work</p>
Outdoor learning opportunities are further developed to provide motivating and stimulating contexts for learning	<p>Establish improvement team to lead development in outdoor learning</p> <p>Undertake audit of current practice/resources</p> <p>Use audit information to identify strengths/developments – to include possible improvements to school grounds</p> <p>Plan training sessions for staff using experience of lead learner</p> <p>Establish/implement whole school draft programme for outdoor learning</p>	<p>Lead learner</p> <p>Improvement team</p> <p>All staff</p>	Aug 2014 - March 2015	<p>Identified CAT sessions</p> <p>CPD courses</p> <p>Staff meetings</p> <p>Planning meetings</p> <p>Meetings with learners</p> <p>Photocopying</p> <p>Professional reading resources</p> <p>Outdoor learning resources</p> <p>Improvements to school grounds</p>	<p>Senior Management Team</p> <p>Lead learners</p> <p>Quality Improvement/self-evaluation activities including classroom observations, professional dialogue, discussion with learners and monitoring of planning and pupil work</p>

Evaluation:

- Are learners fully engaged in the reading process and able to confidently talk about their reading and skills used?
- Are learners benefitting from well planned activities and assessments which enable them to be actively involved in their learning and identifying next steps for learning?
- Are staff confident in the use of Bloom's and Barratt's taxonomies and have staff improved the pace and challenge of their lessons for all learners?
- Is the development of higher order reading skills having an impact on learning and attainment?
- Are learners better at discussing and assessing their own reading, using the language associated with Bloom's and Barratt's?
- Are staff confident when delivering guided and shared reading sessions?
- Are staff using the Literacy Framework to assist with planning and is this ensuring coherence and progression?
- Do all staff have a shared understanding and expectation in developing reading?
- Has improved understanding of key curricular principles impacted positively on learners' experiences?
- Are staff effectively using national guidance and progression pathways to improve continuity and progression in learning?
- Are learners' experiences in social subjects and technologies more reflective of national curricular guidance?
- Are learners able to identify skills for technologies and social subjects and use these effectively, applying them to a wider range of experiences?
- To what extent have we improved opportunities for pupils to be involved in outdoor learning experiences?
- Are learners involved in planning outdoor learning experiences?
- Are learners motivated and stimulated by increased opportunities for outdoor learning?

Evidence (How do we know?)

- Assessment evidence
- Staff participation in training and sharing through professional dialogue
- Feedback from learning rounds
- Observation of lessons
- Monitoring of plans
- Staff-evaluation - mid cycle
- Peer monitoring
- Feedback from children/ parents/staff
- Audit information
- Planning information
- Curricular frameworks in place that would inform planning and ensure progression, continuity, breadth and depth across learning
- Evidence from professional enquiry

Priority: Raising Attainment			2014 – 2015		
Area for Development 2: To further develop consistent and systematic procedures for self-evaluation, involving all stakeholders and to implement a robust and rigorous system for tracking and monitoring the attainment and wider achievement of all learners.					
School's current position: An increasing range of self-evaluation procedures have been used to identify strengths and development needs across the school. Staff, learners, parents and other agencies/partners have been involved in this process to ensure all views inform continuous whole school improvement. New monitoring and tracking procedures have been implemented, including the effective use of i-JournALs across the school to record and evaluate attainment and achievement. These have been particularly useful in monitoring the wider achievement of learners and a range of evidence has been gathered, identifying the positive impact on learners and their parents. Learners are more able to effectively evaluate their learning, identify progress and identify strengths and development needs, using their i-journALs as a tool for that process					
Desired Outcomes	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring
Improved self-evaluation process provides further evidence of strengths, development needs and impacts positively on outcomes for learners	Identify action still to be undertaken using self-evaluation audit information from last session Use national expectations to further inform development in this area Create and implement annual programmes for self-evaluation – whole school/individual class Engage in internal validated self-evaluation to provide further evidence of strengths/areas for development Include more focussed/timely opportunities for parents/other agencies/partners to provide feedback	All staff	Aug 2014-March 2015	CAT sessions Staff meetings Planning meetings Meetings with learners Questionnaires Photocopying Electronic survey tools	Senior Management Team Quality Improvement/self-evaluation activities including classroom observations, professional dialogue, discussion with learners, monitoring of planning and pupil work, collating/analysing survey information
Monitoring and tracking is robust, rigorous, timely and responsive, ensuring support/challenge for learners as required	Provide regular information on action taken as a result of feedback, for example, through newsletters, displays	All staff	Aug 2014-May 2015	CAT sessions Staff meetings Planning/attainment meetings	Senior Management Team Quality Improvement/self-evaluation activities including classroom observations, professional dialogue,

<p>Learners are more involved in dialogue about their learning experiences and are involved in planning improvements leading to improved attainment.</p> <p>Learners demonstrate improved ability to evaluate themselves as learners and use relative and meaningful language as part of this process.</p> <p>All teaching staff engage with the requirements of professional update to ensure that professional learning leads to high quality experiences for learners</p>	<p>Identify and implement consistent practice across the school to monitor and track attainment, wider achievement and progress through levels</p> <p>Use local and national guidance as a tool for further improvement</p> <p>Create a programme, with protected time identified, to discuss attainment/set targets for individuals/groups – at whole school/class level</p> <p>Develop the use of evaluative language and self-assessment skills to enable learners to identify appropriate next steps in learning</p> <p>Use i-journalALs increasingly as part of the process of self-assessment and adapt as required</p> <p>Begin the process of professional update in Session 2014-15</p> <p>Continue to develop staff i-JournalALs, documenting impact and evidence of professional learning.</p> <p>Adapt professional review and development processes in line with new national timescales for individuals</p> <p>Engage identified staff in high quality professional development opportunity within and across sectors</p>	All staff	Aug 2014-June 2015	<p>Meetings with learners i-JournalALs</p> <p>Staff i-JournalALs- use of photocopying and printing including colour photos.</p> <p>Cluster In-service day on Professional Update and high impact CPD for staff.(September)</p>	<p>discussion with learners, monitoring of planning and pupil work, collating/analysing assessment/attainment information</p> <p>SMT Quality improvement activities including; staff i-JournalALs, professional dialogue, impact of CPD on quality of learners' experiences</p>
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Through collaborative activities and other professional learning staff will have improved their understanding of high quality learning and teaching	<p>Create paired opportunities for staff to share professional learning</p> <p>Identify strengths of individual teachers and plan opportunities for modelling/team teaching</p> <p>Undertake learning rounds across the cluster</p>			<p>Staff cover and planning meetings</p> <p>Cluster CAT session in September with Richard Gerver (£800)</p>	
Evaluation: <ul style="list-style-type: none"> What action has been taken as a result of self-evaluation evidence gathered? What impact has feedback from parents/other agencies/partners had on outcomes for learners? How have staff improved the quality/consistency of tracking and monitoring and is there evidence to demonstrate positive impact on attainment for learners? Are learners able to evaluate themselves in a more meaningful manner clearly identifying how much and how well they are learning and are able to select clear next steps for their own learning? Are learners more involved in target setting and dialogue about their learning experiences? Are learners more involved in planning improvements? To what extent have we provided professional opportunities for staff to engage in professional dialogue, to develop shared understanding of the GTCS standards and expectations for professional lifelong learning? Are staff able to evaluate the impact of CPD, collaborative and collegiate working on their practice? Are staff able to identify their next steps for their professional lifelong learning using the GCTS Standards? 			Evidence (How do we know?) <ul style="list-style-type: none"> Collated self-evaluation evidence with associated analysis and action Assessment evidence drawn from a range of learning contexts is used to track and monitor progress and identify next steps Learners using more sophisticated evaluative language and self-assessment skills Discussion with learners demonstrates increased involvement in their learning Classroom observations Professional Development and Review process Staff participation in training and sharing through professional dialogue Feedback from learning rounds 		

Additional Tasks 2014-15	Responsibilities
Embed, monitor and evaluate the SEAL approach throughout the school to ensure a consistent approach and to monitor the impact on attainment	All staff to continue to implement SEAL strategies and to share learning. Lead learner to continue to monitor and evaluate impact on learners
Further familiarise with principles of Girfec to ensure that the needs of individuals are being met and to ensure all staff implement associated procedures	All staff to implement new procedures led by the support for learning teacher and SMT
Further evaluation of OTWL to ascertain whether this is an effective tool for planning and tracking coverage	Identified staff to provide feedback, based on their experience/professional opinion, at school and West Lothian Council level
Further develop learning in science, technology and engineering through links with associated organisations and businesses	DHT to establish further links through STEM
Values programme to be further evaluated and refined	Values team to continue to develop work in this area
Engage with Sportscotland Awards - aiming for the gold award	DHT to lead this area