

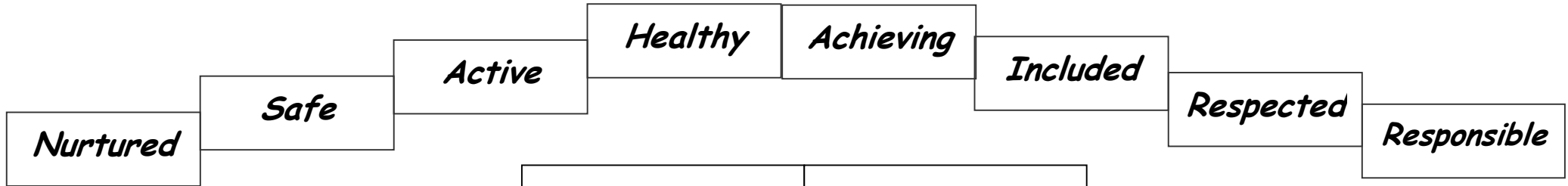


Westfield Primary School

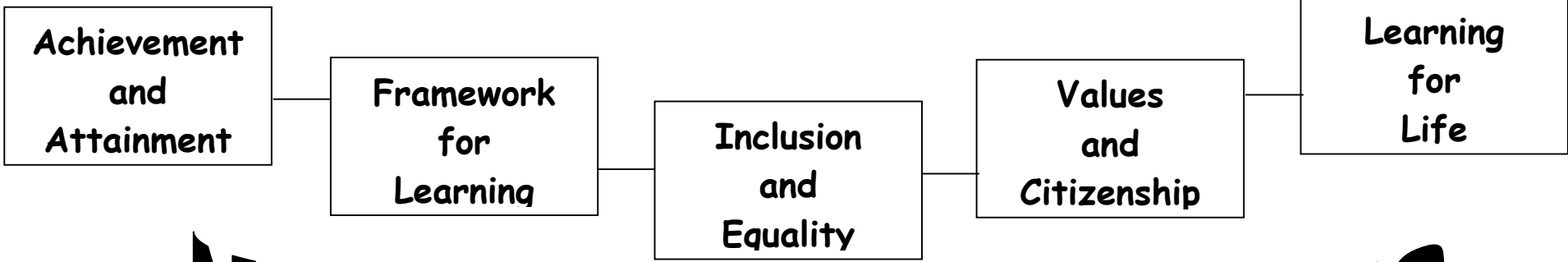
**SCHOOL IMPROVEMENT PLAN  
2009-2010**

*"Succeeding Together"*

# VISION FOR CHILDREN



Successful Learner	Confident Individual
Responsible Citizen	Effective Contributor



# NATIONAL PRIORITIES

## **Mission Statement**

*With West Lothian Council we are Striving for Excellence -  
Working with and for our community to improve the quality of education*

## **VALUES**

We are striving for excellence in:

- 1 Focusing on our customers' needs
- 2 Being honest, open and accountable
- 3 Providing equality of opportunities
- 4 Investing in employees
- 5 Making best use of our resources
- 6 Working in partnership

## **AIMS**

West Lothian Council aims to:

- A Develop a quality management culture
- B Give priority to policy development and strategic planning
- C Assure quality and set targets
- D Put in place systems for consulting customers and staff
- E Provide quality learning opportunity to tackle disadvantage
- F Ensure best value
- G Invest in high quality staff development

## Factors Influencing the Improvement Plan

### School factors

- Armadale Cluster Improvement Plan
- Continuous improvement of attainment and achievement
- Introducing Accelerated Learning for identified pupils
- Implementation of A Teaching Profession for the 21<sup>st</sup> Century
- Reduction of class contact time
- Succeeding Together

### Education Authority factors

- West Lothian Council Improvement Plan
- Succeeding Together
- Cluster Resource Groups
- Health Promoting Schools
- Closing The Gap on the lowest 20%
- New Education Officer
- Child Protection Procedures including roll out of Respect Training and Domestic Violence

### National factors

- Integrated Children's Services
- Curriculum for Excellence
- Building The Curriculum
- Assessment is for Learning
- National Priorities
- Determined to Succeed - Enterprise Education
- National Legislation eg ASL Act, Racial Equality
- Additional Learning Needs Act
- A Journey to Excellence

## ***Our Mission Statement***

We endeavour to provide a learning environment built on mutual trust, respect and support. We are building a community based on teamwork to bring about real educational improvement which is focused on learning and where we can meet the needs of each child and develop their talents and abilities to the maximum.

## **Our Aims**

### **1. Attainment and Achievement**

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results through:

- Extending the range of appropriate learning and teaching strategies.
- Extending the range of assessment strategies
- The use of assessment to inform future planning
- Developing listening and talking across the curriculum.
- Implementation of active learning.
- Recognition of individual achievement.
- Promoting health throughout the school community.

### **2. Framework for Learning**

To support and develop the skills of teachers, the self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning through:

- Providing a welcoming, safe and caring environment in which each child and member of staff is valued and supported.
- Providing opportunities for continuing professional development in line with Curriculum for Excellence and National Priorities.
- Ensuring that opportunities are provided for all children to be active and reflective learners.

### **3. Inclusion and Equality**

To promote equality, inclusion and fairness throughout the school community through

- Ensuring that all children have opportunities to learn appropriate to need.
- Providing all staff with the opportunities for continuing professional development needed to provide an inclusive classroom.
- Raising pupil awareness through initiatives such as anti-bullying and Pupil Council
- The development of a Racial Equality Policy
- The review and amendment of the current Support for Learning Policy in line with the ALN Act

#### **4. Values and Citizenship**

To share the Values and Purposes of ACfE with the whole school community through

- Developing partnership with parents, carers and the wider community
- Nurturing a sense of belonging within the school and an appreciation of diversity
- Developing pupils' capacity to work collaboratively and develop as Responsible Citizens and Effective Contributors

#### **5. Learning for Life**

To equip children with the foundation skills, attitudes and expectations necessary to prosper in a changing society, and to encourage healthy lifestyles, creativity and ambition through

- Celebrating success
- Raising children's expectations of themselves as learners
- Improving children's capacity to participate in the learning process
- Enterprise in Education
- Being a Health Promoting School

Sessi on	Improvement Focus	Q.I	Nation Priorit y	Curriculu m for Excellenc e links	Additional Agenda	Q.I	Nation al Priorit y	Curriculum for Excellence links
2008-09	To raise achievement and attainment by engaging with and building on the principles of 'A Curriculum for Excellence with a focus on planning and implementation' which will engage and extend pupil opportunities to improve the quality of teaching and learning in cross curricular contexts, making best use of ICT.	2.1 3.3 5.1	1 3	Successful Learners Responsi ble Citizens	<ul style="list-style-type: none"> <li>Achieve Level 2 Health Promoting Schools</li> <li>Maintain ECO Green Flag</li> <li>Achieve Platinum Award for Enterprise</li> <li>Become a Critical Thinking School</li> <li>Review PSD Policy and Practice</li> <li>Develop whole school enterprise curriculum</li> </ul>	1.1 1.2 2.1 2.2 3.1 5.1 5.2 5.3 5.5 5.6 5.7	1 1 3 4	Successful Learners Responsible Citizens
	To further develop self evaluation within our learning community to secure continuous improvement. To embed the principles of 'A Curriculum for Excellence' in all areas of the curriculum through clear architecture design and enterprise education		2 4 5	Responsi ble Citizens Effectiv e Contribut ors	<ul style="list-style-type: none"> <li>Successfully implement Peer Mediation</li> <li>Review ICT policy and practice</li> </ul>	5.9 6.1 6.2 6.3 7.2 7.3 9.1 9.3 9.4		

2009 - 2010	To continue to raise achievement and attainment by building on the principles of 'Curriculum for Excellence with a focus on skills, for learning, skills for life and skills for work, in literacy, numeracy and health and well being'.	2.1 3.2 3.4	1 5	Effective Contributors Successful Learners	<ul style="list-style-type: none"> <li>Review Assessment Policy</li> <li>Organise After Schools Clubs</li> <li>Enhance curricular time allocations for P.E.</li> <li>Establish Parent Helpers Group.</li> <li>Achieve Global Citizenship and International Education Level 1 Award (Magina Project and French links)</li> <li>Develop P6 Nursery Buddies</li> <li>Develop Outdoor Learning and Garden</li> <li>Develop P7 Nursery Work Experience</li> <li>Begin work on Armadale Cluster Health and Well Being Project</li> </ul>	1.1 1.2 2.1 2.1 3.1 4.1 4.2 5.1 5.2 5.3 5.4 5.5 5.7 5.9 6.1 6.2 6.3 7.2 7.3 9.1 9.3 9.4	4 1 2 3	Confident Individuals Responsible Citizens Successful Learners Effective Contributors
	To develop innovation and creativity by providing challenge through Enterprise Education, ICT Thinking Skills and Problem Solving.	2.1. 3.3	2 3 4 5	Responsible Citizens Confident Individuals Effective Contributors				

2010 - 2011	To develop a deeper understanding of the principles of Curriculum for Excellence for staff, pupils and parents.	2.1 3.2 3.4	1 5	Effective Contributors Successful Learners	<ul style="list-style-type: none"> <li>Apply for second green flag</li> <li>Develop school grounds for</li> </ul>	1.1 1.2 2.1 2.1	4 1 2 3	Confident Individuals Responsible Citizens
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	To extend ICT opportunities in interdisciplinary contexts.	2.1. 3.3	2 3 4 5	Responsible Citizens Confident Individuals Effective Contributors	learning and outdoor play with parent group	3.1 4.1 4.2 5.1 5.2 5.3 5.4 5.5 5.7 5.9 6.1 6.2 6.3 7.2 7.3 9.1 9.3 9.4		Successful Learners Effective Contributors
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**Quality Assurance Calendar - 2008 - 09**

<b>What</b>	<b>Frequency</b>	<b>QI</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>June</b>
Programmes of Study	Termly	1.1 1.2		*		*			*			*	
National Assessment Data	Monthly	2.1	*	*	*	*	*	*	*	*	*	*	*
NFER Data	Annually	2.1		*									
Forward Planning	Termly	3.1	*		*			*			*		
Homework Diaries	Monthly	3.1 3.1	*	*	*	*	*	*	*	*	*	*	*
Pupil Work	Weekly Programme	3.3	*	*	*	*	*	*	*	*	*	*	*
Observing Teaching and Learning	Twice a term	3.1-3.5	*	*	*	*		*	*		*	*	
Reports to Parents	Annually	3.5 3.6										*	
Curricular Open Evenings	4 x per session	3.5 3.6		*		*			*		*		
Parents Meetings	3 x per session	3.5 3.6			*					*			*
Pupil Progress Files	Termly	4.4		*		*		*		*		*	
IEPs/ PLPs/ MASPS	6 weekly	4.5 4.6		*		*		*		*		*	
Attendance	Monthly	5.1	*	*	*	*	*	*	*	*	*	*	*

Behaviour	Weekly	5.1	*	*	*	*	*	*	*	*	*	*	*
Staff Opinion	Termly	5.1 5.7	*			*			*			*	
Parent Opinion	Termly	5.1 5.7	*			*			*			*	
Pupil Opinion	Termly	5.1 5.7	*			*			*			*	
Staff Reviews	Annually	6.6		*	*								
Fire Drills	Termly	6.1	*			*			*			*	
Health and Safety	Termly	6.1	*			*			*			*	
Improvement Plan Progress	Termly	7.3		*			*			*			*

Main Focus for Improvement	Raising Attainment and Achievement	
Priority 1	Actions:	Expected Outcomes and Evidence
<p>To continue to raise achievement and attainment by building on the principles of 'Curriculum for Excellence with a focus on skills, for learning, skills for life and skills for work, in literacy, numeracy and health and well being'.</p> <p><i>How can we effectively provide pupils with appropriate transferable skills in core areas of the curriculum which they recognise and can use to develop their learning further?</i></p>	<p>To continue to develop and embed new teaching approaches with the objective of both improving pupils' learning experiences and developing staff's ability to use techniques to improve pupils' engagement in learning.</p> <p>To increasingly involve pupils more effectively in the setting and reviewing of individual targets</p> <p>To identify tools for learning in consultation with pupils, staff and parents.</p> <p>To identify skills required for life and work and determine how teaching and learning approaches can meet these needs.</p> <p>To continue to address issues of pace and challenge to meet the needs of all pupils including the more able</p> <p>Embed, enhance and integrate ICT effectively and build upon existing skills of staff and pupils</p> <p>To encourage all parents to engage actively in the education of their children.</p> <p>To continue to build upon opportunities for cross-curricular, cross-stage and inter disciplinary projects</p> <p>To ensure coherence and relevance across all curricular areas.</p> <p>To develop progressive programmes to develop knowledge and understanding of Health and Well Being which ensure breadth and depth.</p>	<p>Pupils are actively engaged and take responsibility for their own learning, leading initiatives and affecting change.</p> <p>Considered and high order questioning enhances the learning experience. All Staff are skilled, confident and demonstrate their ability.</p> <p>Learning styles are met through staff having a greater understanding of individual need.</p> <p>Full and effective use is made of all ICT resources to enhance the learning experience</p> <p>Parents / carers are provided with and make use of information on ways to support their child's learning.</p> <p>A more flexible, meaningful, relevant and child centred curriculum is created.</p>

Priority 2	Actions:	Expected Outcomes and Evidence
<p>To develop innovation and creativity by providing challenge through Enterprise Education, ICT, Thinking Skills and Problem Solving.</p> <p><i>By implementing an enterprising methodology will pupils and staff be better able to think independently, work collaboratively and solve problems in a more methodical way?</i></p>	<p>Teachers are trained in the principles of Thinking Skills Progression is implemented</p> <p>Problem Solving Skills Progression is implemented in maths and teachers explore ways to embed these strategies within other areas of the curriculum.</p> <p>Innovation and Creativity through Enterprise (ICE) afternoons are set up to provide challenge and enjoyment and elements of personalisation and choice for all pupils. Challenges include investigation, exploration, problem solving and collaborative working.</p> <p>ICT developments to include: Stop Animation, Digital Photography, Filming, Audacity, Glow and Talking Books</p> <p>Interdisciplinary principles are evident in practice</p> <p>Purposeful play to be extended and developed in the early years</p> <p>Fully implement Social Subjects, Science and Technologies outcomes throughout topics. Revisit rolling programmes and review in line with Curriculum for Excellence.</p> <p>Review Health and Well Being programme with specific focus on the Integration of Emotional Literacy.</p>	<p>Enhanced pupil engagement in learning:</p> <p>The principles and practice of active learning, problem solving, creativity and thinking skills are evident in every class</p> <p>Staff share experiences and skills. Peer observation provides valuable professional development.</p> <p>Two topics to include opportunities for cross curricular links</p> <p>Problem Solving challenges are integrated as part of purposeful play.</p> <p>Deeper and more meaningful learning experiences for all pupils.</p> <p>A comprehensive, progressive programme for Sexual, Emotional, Physical and Social Health</p>

Main Focus for Improvement	Raising Attainment and Achievement				
Priority 1	Action to be taken	Whom	When	Improvement Expected (What would we hope to see)	Action Enquiry (how will we know this has made a difference)
<p>To continue to raise achievement and attainment by building on the principles of 'Curriculum for Excellence with a focus on skills, for learning, skills for life and skills for work, in literacy, numeracy and health and well being'.</p> <p><i>How can we effectively</i></p>	<p>To continue to develop and embed new teaching approaches with the objective of both improving pupils' learning experiences and developing staff's ability to use techniques to improve pupils' engagement in learning.</p>	<p>HT/Staff</p>	<p>Throughout Session 09/10</p>	<p>Pupils are fully engaged in and enjoy their learning in the knowledge that they are supported and challenged appropriately.</p>	<p>Classroom observations, staff / pupils dialogue, increase in attainment and achievement.</p>
	<p>To increasingly involve pupils more effectively in the setting and reviewing of individual targets. Extend pupil voice to develop learning.</p>	<p>HT/Staff/ Pupils/ Parents</p>	<p>From August 2009</p>	<p>Pupils understand the importance of why and how when setting and reviewing their own learning.</p>	<p>Pupils are happy and confident to discuss their targets, how they are met and next steps.</p>
	<p>To teach pupils the skills of teacher / parent / pupil consultation where strengths and development needs are discussed openly with clear focus and direction. To encourage all parents to engage actively in the education of their children.</p>	<p>HT</p>	<p>Embedded from August 2009</p>	<p>Staff and parents become familiar with the underlying principles of formative assessment and the need for pupils to be involved in discussions on their learning.</p>	<p>Pupils from P3 take part in some of the parent consultation. At the Journey of Learning evening each pupil describes their journey to parents.</p>

<i>provide pupils with appropriate transferable skills in core areas of the curriculum which they recognise and can use to develop their learning further?</i>	To identify tools for learning in consultation with pupils, staff and parents.	HT/Staff	October 2009	A curriculum and staff which have the capacity to respond more effectively to pupil voice	Pupils are able to select appropriate tools to help them learn effectively
	To identify skills required for life and work and determine how teaching and teaching approaches can meet these needs.	PT/Pupils/Parents	November 2009	Skills are identified and shared with staff who incorporate naturally within the learning environment	Pupils become more independent as learners, learning how to learn effectively
	To continue to address issues of pace and challenge to meet the needs of all pupils including the more able	All staff	From August 2009	Teacher expectations increase, a self motivating climate exists in each classroom, a wide range of teaching and learning techniques are used,	Attainment statistics data analysed - for all pupils to establish impact on attainment
	Embed, enhance and integrate ICT effectively and build upon existing skills of staff and pupils. Review ICT resources.	All staff	From August 2009	ICT is used consistently and effectively to enhance learning in all classes across the curriculum	ICT is used as an integral tool for learning

	<p>To ensure coherence and relevance across all curricular areas.</p> <p>To continue to build upon opportunities for cross-curricular, cross-stage and inter disciplinary projects</p> <p>To develop progressive programmes to develop knowledge and understanding of Health and Well Being which ensure breadth and depth across all curricular areas</p>	<p>All Staff</p> <p>All staff</p> <p>All staff</p>	<p>Throughout the year during personal CPD sessions</p>	<p>Staff observed to see interdisciplinary learning in place in their own classroom</p> <p>Planning reflects progression, depth, breadth, coherence and relevance. Develop whole school enterprise programme. Review ES Programmes</p>	<p>Planning discussions and professional dialogue reviews progress every term</p> <p>Plans are live and involve pupils.</p>
	<p>Writing focus: Continue to develop quality of extended writing by building in formative assessment, cross curricular links and active learning to individual lessons</p>	<p>All staff</p>	<p>From August 2009</p>	<p>Writing programme enhanced to include formative assessment strategies. Pupil attainment in writing increases.</p>	<p>Quality of writing improves.</p>

Main Focus for Improvement	Raising Attainment and Achievement				
Priority 2	Action to be taken	Whom	When	Improvement Expected (What would we hope to see)	Action Enquiry (How will we know it made a difference)
<p>To develop innovation and creativity by providing challenge through Enterprise Education, ICT, Thinking Skills and Problem Solving.</p> <p><i>By implementing an enterprising methodology will pupils and staff be better able to think</i></p>	<p>Teachers are trained in the principles of Thinking Skills. Thinking Skills Progression is implemented. Purposeful play to be extended and developed in early years</p>	All staff	From August 2009	Higher quality teaching and independent learning	Pupils independence increases.
	<p>To continue to seek ways to improve practice through visits to other small schools, networking events and joint strategic training and working.</p>	All staff	Throughout the session 2009/10	Effective sharing to enhance practice	Distributive leadership skills of staff are enhanced
	<p>Review Health and Well Being programme with specific focus on the Integration of Emotional Literacy.</p>	Working Group	March 2010	<p>The implementation of a comprehensive, progression of skills for Sexual, Emotional, Physical and Social Health. Staff and pupils participate in Emotional Literacy activities and become more self aware, more empathetic and more able to self manage.</p>	Pupils are able to verbalise their feelings and work co operatively to find solutions to problems.

<i>independently, work collaboratively and solve problems in a more methodical way?</i>	Problem Solving Skills Progression is implemented in maths and teachers explore ways to embed these strategies within other areas of the curriculum.	All staff	From August 2009	Pupils are able to use specific problem solving strategies and explain the thinking process	Pupils confidence and level of perseverance increases and they work more independently.
	Innovation and Creativity through Enterprise (ICE) afternoons are set up to provide challenge and enjoyment and elements of personalisation and choice for all pupils. Challenges include investigation, exploration, problem solving and collaborative working.	All staff	From August 2009	Staff share planning experiences and skills. Peer observation provides valuable professional development. Pupils work through challenges in teams.	Leadership develops in pupils. Listening and talking skills improve. Ability to work collaboratively improves.
	ICT developments include: Stop Animation, Digital Photography, Filming, Audacity, Glow and Talking Books	All staff	From August 2009	At least two topics to include opportunities for cross curricular links and ICT integration	Active Learning and engagement for all pupils.
	Fully implement Social Subjects, Science and Technologies outcomes throughout topics. Revisit rolling programmes and review in line with Curriculum for Excellence.	All staff	January 2010	Deeper and more meaningful learning experiences for all pupils.	Feedback from pupils and parents on annual questionnaires.
	To provide further opportunities for pupils to engage in meaningful decision making processes by developing enterprise education fully in all classes	All staff	August 2008	Pupils reflect on learning. Regular communication with parents.	Pupil voice is extended

WESTFIELD PRIMARY SCHOOL - Plan for Additional Tasks

Development Tasks	Responsibilities
<ul style="list-style-type: none"> <li>• Review Assessment Policy</li> </ul>	Head Teacher and Principal Teacher
<ul style="list-style-type: none"> <li>• After Schools Clubs</li> </ul>	All interested staff
<ul style="list-style-type: none"> <li>• Establish Parent Helpers Group.</li> </ul>	Head Teacher
<ul style="list-style-type: none"> <li>• Enhance curricular time allocations for P.E.</li> </ul>	Head Teacher
<ul style="list-style-type: none"> <li>• Global Citizenship and International Education Level 1 Award (Magina Project and French links)</li> </ul>	Head Teacher
<ul style="list-style-type: none"> <li>• Outdoor Learning and Garden</li> </ul>	PT
<ul style="list-style-type: none"> <li>• P6 Nursery Buddies</li> </ul>	Westfield Nursery Class Teacher
<ul style="list-style-type: none"> <li>• P7 Nursery Work Experience</li> </ul>	Westfield Nursery Class Teacher
<ul style="list-style-type: none"> <li>• Armadale Cluster Health and Well Being Project</li> </ul>	All staff