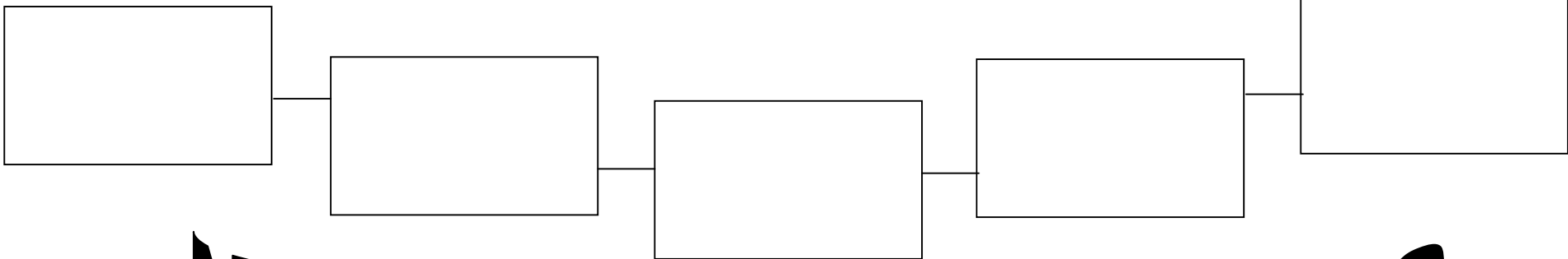
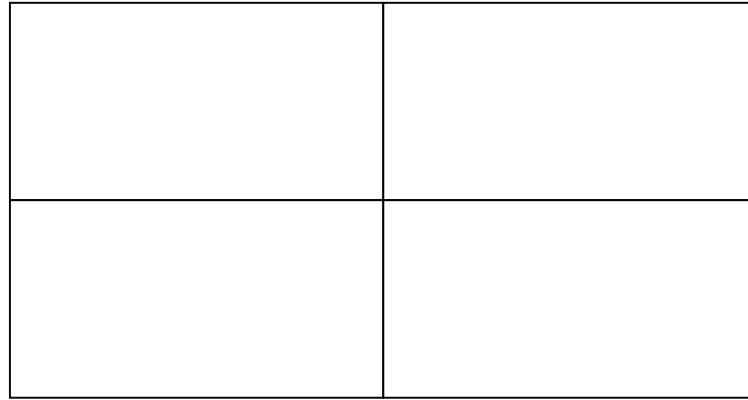
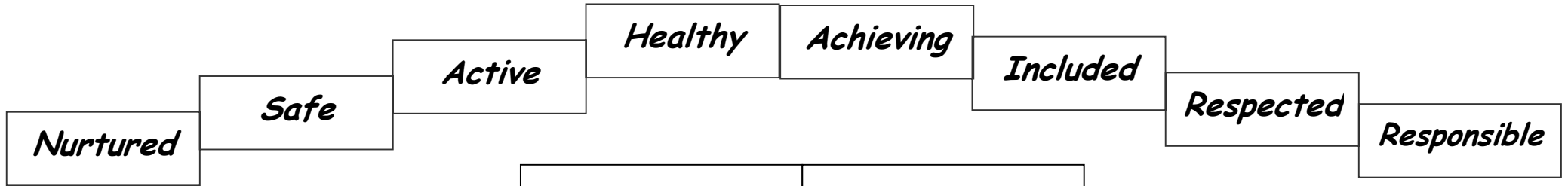




VISION FOR CHILDREN



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

- Implementation of Succeeding Together
- Bathgate Cluster Improvement Plan
- New Staffing structures
- Development of programmes of study and school policy statements
- Further promoting parental involvement including the work of the Parent Council

Education Authority factors

- WL Education Services Local Improvement Plan
- Succeeding Together
- Cluster Resource Group structure
- Health promoting schools

National factors

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

Mission Statement

To provide education of the highest quality for all pupils which will meet their educational, personal and spiritual needs and which will enable them to be successful learners, confident individuals, responsible citizens and to make an effective contribution to society in their present and future lives.

School Aims – 2009/2010

1. Attainment and Achievement

- To ensure all pupils are able to realise their full potential by promoting and recognising achievement and excellence in all areas.
- To provide the highest quality of learning and teaching experiences enabling all pupils to enjoy their education and develop skills and positive attitudes required for lifelong learning.

Through: Continuing to engage and implement "A Curriculum for Excellence" and to develop planning formats to reflect Active Learning and Interdisciplinary Projects.

2. Framework for Learning

- To provide a safe, welcoming, supportive and caring environment where everyone feels valued and appreciated.
- To provide an environment that promotes self discipline, high standards of behaviour and respect for others.
- To provide a broad and balanced curriculum that gives pupils the best possible learning experiences and opportunities.
- To maintain high quality learning experiences, for pupils, by ensuring all staff have access to a programme of continuing professional development.

Through: Continuing to promote positive behaviour and build on our positive ethos.

2. Inclusion and Equality

- To be fair and equal in everything we do.
- To enable effective learning by encouraging and promoting personal and social development.
- To provide effective support systems designed to meet the needs of all

Through: Continuing to develop systematic Support for Learning procedures and strategies.

4. Values and Citizenship

- To build and maintain effective partnerships with pupils, parents/ carers and the wider community for the benefit of all.
- To provide opportunities for pupils to develop an understanding and knowledge of the rights and responsibilities of citizens in a democratic society.

Through: Contributing to the cluster "International Education" case study and identifying opportunities to include citizenship activities in existing programmes of work.

5. Learning for Life

- To encourage pupils to have high expectations of themselves as learners and to celebrate success.
- To promote healthy choices through programmes which improve physical and mental-wellbeing and self esteem.

Through: offering a variety of after school clubs and seeking HPS Stage 1 Accreditation.

Session	Improvement Focus	Q.I.	Nation Priority	CfE links	Additional Agenda	Q.I.	National Priority	Curriculum for Excellence links
2008-2009	<ul style="list-style-type: none"> To engage young people in the highest learning activities by enhancing pupil learning by means of the implementation of A Curriculum for Excellence. 	2.1 5.2 5.3 5.9 6.2 9.3	1 2 3 4 5	Successful Learners Confident Individuals Effective Contributors Responsible Citizens	<ul style="list-style-type: none"> Develop planning approaches in Language and Literacy and Social Subjects to reflect the principles of curriculum design and to ensure appropriate attention is paid to interdisciplinary projects and cross cutting themes. Continue to improve the quality of all aspects of ongoing self evaluation. Establish working parties to take forward priorities of the school improvement plan. Provide more opportunities for parents to be involved in their child's learning through workshops and information afternoons. Promote the work of the Parent Council Establish a calendar of social, fundraising and community events. 	2.1 5.2 5.3 6.2 9.2 9.3 5.9 9.3	1 2 3 4 5	Successful Learners Successful Learners Confident Individuals Effective Contributors Responsible Citizens
					<ul style="list-style-type: none"> Raise staff awareness of the five roles of Support for Learning Co-ordinator. Establish and maintain working links with specialist services e.g. Literacy Base and Support for Learning Network. Establish and maintain SL records for identified pupils. Awareness raising session for staff in support available from outside agencies e.g. OT, Ed Pysch. Training for identified staff in the requirements of ASL Legislation and EAL guidelines. Establish, maintain and record a timetable of formal discussions for identified pupils. Establish and maintain contact with parents for identified children. Allocate resources - human and 	2.2 5.7		
	<ul style="list-style-type: none"> To develop systematic Support for Learning procedures and strategies. 	5.2 5.3 5.5	1 2 3 4 5	Successful Learners Confident Individuals Effective Contributors Responsible Citizens	<ul style="list-style-type: none"> Raise staff awareness of the five roles of Support for Learning Co-ordinator. Establish and maintain working links with specialist services e.g. Literacy Base and Support for Learning Network. Establish and maintain SL records for identified pupils. Awareness raising session for staff in support available from outside agencies e.g. OT, Ed Pysch. Training for identified staff in the requirements of ASL Legislation and EAL guidelines. Establish, maintain and record a timetable of formal discussions for identified pupils. Establish and maintain contact with parents for identified children. Allocate resources - human and 	5.2 5.3 5.5 5.6	1 2 3	Successful Learners Confident Individuals Effective Contributors Responsible Citizens

					<p>financial to meet the needs of identified priorities.</p> <ul style="list-style-type: none"> Utilise standardised testing assessment information to inform future learning and teaching. 			
2009-2010	<ul style="list-style-type: none"> To engage pupils in the highest quality learning experiences 	2.1 2.2 5.2 5.3 5.9 6.2 9.3	1 2 3 4 5	Successful Learners Confident Individuals Effective Contributors Responsible Citizens	<ul style="list-style-type: none"> Full implementation of new planning formats Language, Social Subjects and Annual Planner Development of all aspects of Literacy and English with a focus on Writing. To continue to improve all aspects of self evaluation. To establish a working group of parents to take forward communication about Curriculum for Excellence. Development of a system to monitor and support the progress of more able pupils in Maths especially at the upper stages. 	2.1 2.2 5.2 5.3 5.9 6.2 9.3	1 2 3 4 5	Successful Learners Confident Individuals Effective Contributors Responsible Citizens
	<ul style="list-style-type: none"> To develop systematic sharing of good practice procedures and strategies. 	9.3 9.4 7.3 5.3 5.9	1 2 3 4 5	Successful Learners Confident Individuals Effective Contributors Responsible Citizens	<ul style="list-style-type: none"> To establish agreed, formal procedures for Peer Mentoring based on current LTS advice, To establish a working party to further develop individual self evaluation/ observation sessions through an agreed, consistent approach based on LTS advice. To establish, agreed formal procedures for cascading information from CPD activities. To implement a calendar of formal discussions and meetings to meet learners' need. 	9.3 9.4 7.3 5.3 5.9	1 2 3 4 5	Successful Learners Confident Individuals Effective Contributors Responsible Citizens

2010-2011	<ul style="list-style-type: none"> Review of school and nursery aims in line with priorities of the Scottish Government and Curriculum for Excellence 	2.1 5.2 5.3 5.9 6.2 9.3	1 2 3 4 5	Responsible Citizens Confident Individuals Effective Contributors	<ul style="list-style-type: none"> To review school and nursery aims to reflect our practice and take into account advice from the Scottish Government. To re-engage staff, pupils, parents and the wider community in reviewing nursery and school aims. 	6.1 6.2 9.3	4 1 2 3	Confident Individuals Responsible Citizens Successful Learners Effective Contributors
	To further develop a Curriculum for Excellence in line with current advice and guidance.	2.1 5.2 5.3 5.9 6.2 9.3	1 2 3 4 5	Responsible Citizens Confident Individuals Effective Contributors	<ul style="list-style-type: none"> Enhance pupil learning by means of the implementation of A Curriculum for Excellence. Develop planning approaches in Health and Wellbeing, Maths and RME to reflect the principles of curriculum design ensuring appropriate attention is paid to interdisciplinary projects and cross cutting themes 	2.1 5.2 5.3 6.2 9.2 9.3 5.9 9.3	1 2 3 4 5	Successful Learners Successful Learners Confident Individuals Effective Contributors Responsible Citizens

Main Focus for Improvement	To engage pupils in the highest quality learning experiences	
Priority 1	Actions	Expected Outcomes and evidence
<p>Developing all aspects of Literacy and English with a focus on Writing</p> <p>Implementation of new planning formats in Language, Social Subjects and Annual Planner to reflect the principles of Curriculum for Excellence to ensure appropriate attention is paid to inter-disciplinary links and cross cutting themes.</p> <p>To continue to improve all aspects of self evaluation.</p> <p>To establish a working group of parents to take forward communication and information about Curriculum for Excellence.</p> <p>Development of a system to monitor and support the progress of more able pupils in Maths, especially at the upper stages.</p>	<p>To develop and implement learning and teaching approaches, in Literacy and English, which take account of national and local advice regarding the implementation of Curriculum for Excellence with particular attention being paid to Active Learning, Breadth, Progression and Depth.</p> <p>To fully implement new planning approaches and formats with the objective of both improving pupils' learning experiences and staff engagement with Curriculum for Excellence.</p> <p>To build upon procedures already in place and to ensure we are asking the appropriate questions when participating in self evaluation.</p> <p>To invite parents to form a working group with the Head Teacher to agree priorities and plan activities to take forward improvements in communication and information about Curriculum for Excellence.</p> <p>To identify a member of staff to take responsibility to monitor and support the progress of more able pupils in Maths and to agree a timetable of support.</p>	<p>Staff knowledgeable and confident in use of learning and teaching approaches in Literacy and English, including Active Learning, Breadth, Progression and Depth.</p> <p>New planning formats implemented in Language, Social Subjects and annual planning. Pupils' learning experiences and staff engagement with Curriculum for Excellence are improved.</p> <p>Analysis of feedback will provide information on positive aspects of school along as well as indicating areas for improvement.</p> <p>Parent Group established with agreed priorities and activities.</p> <p>Staff member identified and time allocated to monitor and support the progress of more able pupils in Maths.</p>
Main Focus for Improvement	To develop systematic sharing of good practice procedures and strategies	
Priority 2	Actions	Expected Outcomes and evidence
<p>To establish agreed, formal procedures for Peer Mentoring based on current LTS advice.</p> <p>To establish a working party to further develop individual self evaluation/ observation sessions through an agreed, consistent approach based on LTS advice.</p> <p>To establish, agreed formal procedures for cascading information from CPD activities.</p> <p>To implement a calendar of formal discussion and meetings to meet learners' needs</p>	<p>To review current procedures for Peer Mentoring, update them in line with current LTS advice and to extend Peer Mentoring to include all teaching staff.</p> <p>To raise staff awareness of current advice and approaches from LTS on self evaluation/ observation sessions and to revise current procedures and practices to take account of this advice.</p> <p>To devise a calendar of regular opportunities to cascade information from CPD activities and to encourage staff to reflect on their own practice.</p> <p>To plan a calendar of attainment meetings and to formalise discussion sessions to meet learners' needs.</p>	<p>Staff will agree new updated procedures, current advice from LTS will be implemented and a timetable of Peer Mentoring will be in place.</p> <p>Self evaluation/ observation sessions will reflect criteria and encourage staff to become deeper and more reflective practitioners, leading to improved learning and teaching.</p> <p>Staff will have regular opportunities to cascade information from CPD activities and adapt their own practice in light of new information.</p> <p>A calendar of regular, formalised attainment meetings is in place to meet the needs of pupils.</p>

Main focus for improvement	To engage pupils in the highest quality learning experiences.				
Priority 1	Action to be taken	Whom	When	Improvement (What would we expect to see improved)	Action Enquiry (How will we know this has made a difference)
Implementation of new planning formats in Language, Social Subjects and Annual Planner.	To fully implement new planning approaches.	Head Teacher Principal Teacher Class teachers	Awareness raising session August 2009 then new formats to be used in planning throughout the year.	Improvement in pupil's learning experiences and in staff engagement with experiences and outcomes.	Pupils begin to become aware of specific language used in outcomes and can assess their own learning against "I can" statements.
Developing all aspects of Literacy and English with a focus on Writing	To deploy an additional teacher to support special Literacy and English projects across all stages. Projects will be shared with parents at a Showcase event in March.	Head Teacher G Thomson - (Additional Teacher) Organisation of Showcase Event - V Eaton G Payne G Rennie Class Teachers - examples of pupils' work for showcase.	Additional Teacher in stages as follows: P2 & P3 Aug- Oct P4 & P5 Oct - Dec P6 & 7 Jan - Mar P1 Term 4 Mar - Jun	Pupils and staff will be supported in developing and implementing innovative learning and teaching approaches in Literacy and English.	Pupils will be engaged in challenging and relevant activities and projects. Feedback from staff, pupils and parents will reflect that learning and teaching is innovative.
To continue to improve all aspects of self evaluation.	To advice in HGIOS/ JTE/ CAC and HMIe documents to build on procedures already in place.	Head Teacher Principal Teacher C Rainey D MacLean	Inset day in October CPD/ SIP meetings throughout the year.	Procedures in place will be reviewed and updated to reflect current advice.	Staff will be confident that we are asking appropriate questions when participating in self evaluation.

Main focus for improvement	To engage pupils in the highest quality learning experiences.				
Priority 1	Action to be taken	Whom	When	Improvement (What would we expect to see improved)	Action Enquiry (How will we know this has made a difference)
To establish a working group of parents to take forward communication and information about Curriculum for Excellence.	Invite parents to form a working group to agree priorities and plan activities to take forward improvements in communication and information about Curriculum for Excellence.	Head Teacher Principal Teacher Class Teachers Parents	Working group formed by October break. Group agree priorities and plan calendar of meetings (4 by Christmas). Group plan activities to engage with the wider parent body (Jan - Mar). Group evaluate progress and next steps May.	Parental involvement enhanced by engaging parents and asking them what their expectations and needs are regarding communication and information about Curriculum for Excellence.	Feedback from working group and the wider parent body will reflect that the parents voice has been heard and that their understanding of Curriculum for Excellence has been extended and enriched.
Development of a system to monitor and support the progress of more able pupils in Maths, especially at the upper stages.	HT/ class teacher discussions. HT / EO discussions. Identify opportunities for good practice visits to other schools in cluster/ across authority.	Head Teacher Principal Teacher Education Officer Class Teachers HT colleagues	Attainment Meetings in September, November, February and April. Quality Assurance Visits Cluster/ HT Meetings	Profiles established for more able pupils. Needs of more able pupils catered for using a setting approach. Progress closely monitored and steps taken to address needs.	Analysis of NFER results will show pupils' progress is consistent and shows year on year improvement.

Main focus for improvement	To develop systematic sharing of good practice procedures and strategies by:				
Priority 2	Action to be taken	Whom	When	Improvement (What would we expect to see improved)	Action Enquiry (How will we know this has made a difference)
To establish agreed, formal procedures for Peer Mentoring based on current LTS advice,	Review of current procedures and practices for Peer Mentoring, update them in line with LTS advice and to extend Peer Mentoring to include all staff.	Head Teacher G Thomson (GT) Class Teachers	Weekly meetings Sept - Oct (HT & GT). CPD/ SIP Meetings - Sept - Oct. Awareness Raising with all staff at October inset. Calendar of Peer Mentoring in place October - April. Evaluation May/ June	Staff will agree new updated procedures, current advice from LTS will be implemented and a calendar of Peer Mentoring activities will be in place.	Evaluations from staff will show that engaging in Peer Mentoring is a worthwhile activity which contributes to enhancing pupils' learning activities and to improving teaching approaches.
To establish a working party to further develop individual self evaluation/ observation sessions through an agreed, consistent approach based on LTS advice.	Review of current practices and procedures for self evaluation/ observation sessions and to update them in line with LTS advice	Head Teacher G Thomson E Wilson L Crompton M Black P Bird	Weekly meetings Sept - Oct (HT & GT). CPD/ SIP Meetings - Sept - Oct. Awareness Raising with all staff at October inset. New procedures and practices followed Oct - Apr. Evaluation May/ June.	Self evaluation/ observation sessions will reflect self evaluation criteria and encourage staff to become deeper and more reflective practitioners.	Evaluations from staff and pupils will show that learning and teaching has been improved through self evaluation/ observation sessions.
To establish, agreed formal procedures for cascading information from CPD activities.	To advice in HGIOS/ JTE and HMIe documents to build on procedures already in place.	Head Teacher L Crompton E Wilson	CPD/ SIP meeting Oct. Inset day in October	Procedures in place will be reviewed and updated to reflect current advice.	Staff will be confident that we are asking appropriate questions when participating in self evaluation.

Priority 2	Action to be taken	Whom	When	Improvement (What would we expect to see improved)	Action Enquiry (How will we know this has made a difference)
To implement a calendar of formal discussion and meetings to meet learners' needs	Calendar of formal discussions and meetings to be agreed.	Head Teacher Principal Teacher Class Teachers	Calendar agreed at Inset Day in August. Calendar implemented Sept- May.	Calendar of regular, formalised attainment meetings in place.	Needs of all pupils identified and addressed.