

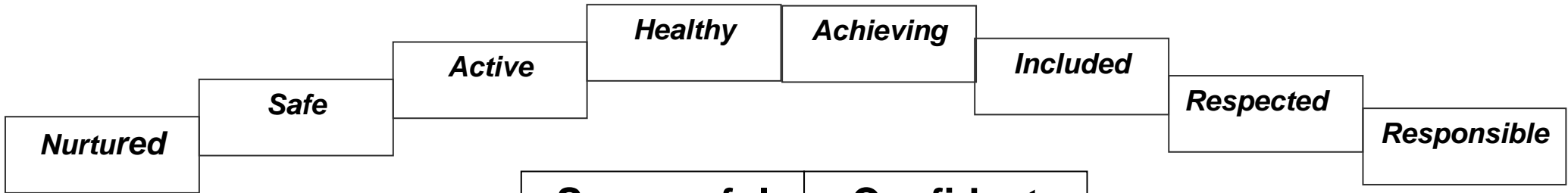


CONNOLLY SCHOOL CAMPUS

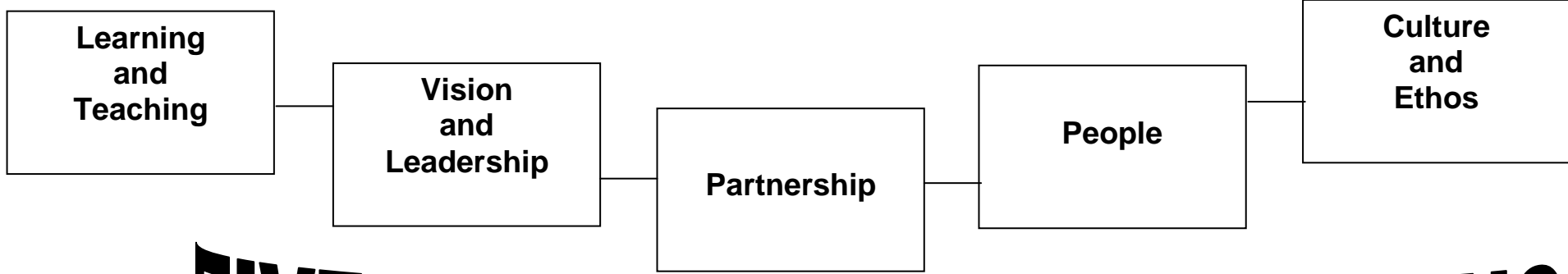


2016-2017

VISION FOR CHILDREN



Successful Learner	Confident Individual
Responsible Citizen	Effective Contributor



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

- Children with a wide range of additional support needs primarily Social Emotional and Behavioural Needs
- Changes in staff personnel
- New staffing includes 1 recently appointed PT. The school is as yet to appoint an additional class teacher – this will be the 4th time this post has been advertised
- Overseen by Head of Service for ASN in West Lothian
- Day to day leadership and management of the school and Primary Behaviour Support Service by Depute Head Teacher
- Bathgate Cluster Improvement Plan
- Develop emerging practice in assessment in line with Curriculum for Excellence
- Raising Attainment
- CEM Adaptive Testing
- Profiling
- Moderation and sharing standards
- Distributed leadership

Local authority factors

- Single Outcome agreement
- Corporate Plan
- Integrated Children's Services Plan (Life Stages)
- Education Services Management Plan
- Moving Forward in learning in West Lothian
- Curriculum for Excellence Implementation Guidance
- Raising attainment, including for those at risk of missing out

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

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

The CSC community seeks to develop partnerships with each pupil's local school and community, working together to support equality and inclusion.

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


OUR SCHOOL MOTTO

'Dream Believe Achieve'

Our Values

**RESPECT
RESPONSIBILITY
TOLERANCE
TRUST
CO-OPERATION
DETERMINATION**

CURRICULUM FRAMEWORK

<p style="text-align: center;">Values</p> <p>Connolly School Campus provides a safe and nurturing environment in which all learners are valued and respected. We continue to develop:</p> <ul style="list-style-type: none"> ▪ A stimulating curriculum which is meaningful and demonstrates clear progression, challenge, and meets the needs of individuals ▪ An ethos which promotes a positive attitude to learning and values the achievements and success of all ▪ A belief in inclusion and the development of opportunities to engage in the mainstream school environment ▪ To provide children with opportunities to develop their abilities within the four capacities A shared understanding of GIRFEC 	<p style="text-align: center;">Totality of the curriculum</p> <p>The school community is committed to the continuous development of a learning experience which is motivating, engaging, challenging and enriching. We continue to develop:</p> <ul style="list-style-type: none"> ▪ Planned opportunities for using the outdoor environment to enhance learning ▪ The ethos and life of the school as a community ▪ Our planning approaches to meet the needs of all learners ▪ Meaningful and skills based progression pathways for curricular areas through inter disciplinary learning ▪ Opportunities for the recognition of personal and wider achievement and successes 	<p style="text-align: center;">Learning and Teaching</p> <p>Connolly School Campus strives to ensure learning and teaching is of the highest quality for all learners by further developing:</p> <ul style="list-style-type: none"> ▪ Stimulating, active and engaging learning opportunities ▪ A shared understanding of pedagogy and high quality learning and teaching approaches through collaborative practices ▪ Formative Assessment Strategies to ensure effective differentiation, pace challenge and application ▪ Our understanding of the Significant Aspects of Learning within CFE and embed this within our practice
<p style="text-align: center;">Experiences and Outcomes</p> <p>Staff have engaged with the Experiences and Outcomes to inform learning. We continue to develop:</p> <ul style="list-style-type: none"> ▪ Curriculum progression pathways to ensure all learners receive a curriculum which meets their needs ▪ Creative and innovative experiences across all curricular areas ▪ Professional knowledge and understanding of key documentation, current curricular developments to inform practice ▪ To effectively engage with Education Scotland resource site ▪ Curricular transition at key stages across the school to ensure seamless progression and achievement in learning 	<p style="text-align: center;">Successful learners Confident Individuals</p> <div style="text-align: center;">  <p>DREAM BELIEVE ACHIEVE CSC</p> </div> <p style="text-align: center;">Responsible Citizens Effective Contributors</p>	<p style="text-align: center;">Entitlements</p> <p>All Learners have access to a broad general education providing high quality learning experiences. We continue to develop:</p> <ul style="list-style-type: none"> ▪ Planned opportunities to further develop the four capacities through pupil voice, collaborative learning, and interdisciplinary learning ▪ Shared understanding of GIRFEC Wellbeing indicators and recognise them within our daily life ▪ Supporting learners to develop 'Skills for life' and to understand these skills are transferable and aid them to fully embrace their education ▪ Pupil engagement in the life of our school through whole school celebrations, shared experiences and opportunities to express views
<p style="text-align: center;">Personal Support</p> <p>Connolly School Campus encourages all learners, staff and wider school community to have a Growth Mindset, 'Can do' attitude to all aspects of learning. We continue to develop:</p> <ul style="list-style-type: none"> ▪ Positive attachments with all learners which promotes resilience, confidence and sense of pride and achievement ▪ The approaches staff use to support learners to understand their next steps in learning and how they can reach their full potential ▪ Identifying the needs of individual learners through high quality interventions, professional dialogue, moderation and summative and formative assessment strategies ▪ Positive relationships with all stakeholders to support learners including our most vulnerable to prepare for change and choice 	<p style="text-align: center;">Principles</p> <p>Connolly School Campus has evaluated current practice against the design principles. We continue to develop:</p> <ul style="list-style-type: none"> ▪ Opportunities for personalisation and choice, challenge and enjoyment ▪ Planning to reflect breadth, progression and depth ▪ Learner involvement in planning through the use of high quality questioning and dialogue ▪ Professional knowledge and understanding of curriculum principles and increased expectations ▪ Effective use of professional documentation to support practice 	<p style="text-align: center;">Assessment</p> <p>Assessment information informs next steps in learning and teaching. We continue to develop:</p> <ul style="list-style-type: none"> ▪ A shared understanding of the philosophy and pedagogy of profiling ▪ Use of Golden folders to provide pupils with ownership and opportunities to reflect on their learning, progress, successes and achievements ▪ A shared understanding of target setting and use a range of evidence to inform next steps in learning ▪ Robust Tracking and monitoring Systems which support analysis of data to impact on learning ▪ A shared understanding and active involvement in self-evaluation, review of current practice and confidence it is fit for purpose to support improvement

Strategic Curriculum Plan (Three Years)

Session	Area for Development	Desired Outcomes
2015-2016	To work with all stakeholders and partners to review, develop and shape a common vision for our school as a learning community	<ul style="list-style-type: none"> • To settle into new premises at Connolly School campus in Blackburn • To develop links with Our lady of Lourdes PS and the local Community where appropriate • Through staff collegiate working, establish working practices, vision, values and aims as appropriate to the new school environment
	To embed our learning and teaching practice in Numeracy and Mathematics and set up effective systems for tracking and monitoring progress in core subject areas	<ul style="list-style-type: none"> • To continue to develop a common numeracy strategy across all levels, by exploring aspects of SEAL (Stages of early arithmetical learning) • To use significant aspects of learning to track and monitor progress in maths, language and health and well being • Investigate the use of learning ladders to support tracking and monitoring • Consolidation of pupil profiles
2016-2017	To further develop aspects of health and wellbeing with a particular focus on outdoor learning, GIRFEC, Pupil Voice and community engagement. To include planning learning experiences in all areas of the curriculum. To further develop approaches to the school Food and nutrition programme.	<ul style="list-style-type: none"> • Develop a whole school community focusing on 'Raising Confident Children' to give pupils the best opportunities to be excellent learners and develop their full potential in all areas of their lives • To ensure high quality learning and teaching experiences for all pupils in relation to health and wellbeing with a particular focus on outdoor learning, GIRFEC, Pupil Voice and community engagement. • To consider these aspects of health and wellbeing when planning learning experiences in all areas of the curriculum and relate to the ICE pack. To further develop approaches to the school Food and nutrition programme.
	<p>To continue to embed our learning and teaching practice in Numeracy and Mathematics within a and set up effective systems for tracking and monitoring progress in core subject areas</p> <p>Growth Mindset</p> <p>Assessment and moderation in literacy and language (writing)</p>	<ul style="list-style-type: none"> • Learning and teaching and assessment meet the needs of all our learners. • To raise attainment through collegiate working and moderation • To continue to develop a robust Whole school approach to the assessment and moderation of literacy and numeracy • To incorporate Growth Mindset in the teaching and learning of numeracy and literacy

2017-2018	Curriculum Design	<ul style="list-style-type: none"> ▪ To further develop our curriculum framework by ensuring the science and technologies experiences and outcomes are balanced, coherent and that our skills pathway allows for depth and breadth of learning. ▪ To further embed provision of writing opportunities for all learners and seek ways to enrich vocabulary ▪ Pupils are able to report their progress more accurately and be able to identify their next steps
	Transitions Engaging parents and families in learning	<ul style="list-style-type: none"> ▪ Transition arrangements ensure children’s wellbeing and raise attainment ▪ Clear and shared processes in place for the transfer of information about children’s learning and achievements across the curriculum ▪ Children and their parents and carers are actively involved in planning transitions ▪ Creative approaches are used to engage families ▪ Home school links are strengthened and outcomes of learners are improved ▪ Children and parents are included, participating, achieving and progressing well in the learning


Priority: Raising Attainment (Health and well-being)	2016 – 2017
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Area for Development 1: To ensure high quality learning and teaching experiences for all pupils in relation to health and wellbeing with a particular focus on outdoor learning, GIRFEC, Pupil Voice and community engagement. To consider these aspects of health and wellbeing when planning learning experiences in all areas of the curriculum. To further develop approaches to the school Food and nutrition programme.

School's current position:

- Outdoor learning has always been important within our school environment, with support from Lowport. However, the move to a new locality has meant that we now need to expand our horizons and look at increasing meaningful ways to encourage our learners to engage in the outdoor classroom. Community links have been initiated and now require to be fully developed.
- Pupils have some awareness of the well-being indicators, there is a small display in school, pastoral notes are being used appropriately on SEEMIS and training has been attended by the named person. We now need to ensure all stakeholders engage more fully with regards to what GIRFEC means and link it with our school values and aims. Links also need to be made to our health and well-being curriculum which will also be developed through the purchase of a new whole-school resource. Pupil views need to be taken into account more fully.

<u>Desired Outcomes</u>	<u>Implementation process (Actions)</u>	<u>By whom</u>	<u>Time Scale</u> (Ongoing unless otherwise stated)	<u>Resources</u>	<u>Monitoring</u>
<p>Outdoor learning is a regular, progressive curriculum-led experience for all learners</p> <p>Community and outdoor spaces are well used to deliver high-quality outdoor learning</p> <p>Outdoor spaces are used effectively to promote positive relationships and well-being. Staff take account of research linking benefits of</p>	<ul style="list-style-type: none"> ▪ Further development of the biking programme ▪ Participation in the Outdoor learning development group ▪ Engagement with RUTs for 2016/1017? ▪ Make links with West Lothian ranger service (Ben Dolphin) ▪ Lowport established programme to continue/residential ▪ Continue to develop and extend playground opportunities ▪ Use Building Your Curriculum Outside and In – Education document to Create a strategic approach to the development of CfE through Outdoor Learning 	<p>Co-ordinated by BH /PT with Input from all staff</p> <p>PSWs</p>	<p>Initial meeting in June 2016</p> <p>Sept 2016</p> <p>1st term/4th term</p>	<p>Transport for offsite sessions</p> <p>Additional bikes?</p> <p>Payment for Lowport sessions</p>	<p>Outdoor learning is a focus for teaching observations and peer monitoring</p> <p>DHT/PT monitoring</p> <p>Pupil and parent views</p>

<p>outdoor learning and green space with well being</p> <p>Staff are more confident at planning and delivering high quality outdoor learning opportunities</p>	<ul style="list-style-type: none"> ▪ Become familiar with experiences and outcomes to enable practitioners to identify where learning outdoor is most appropriate and valuable ▪ Reflect outdoor learning opportunities within planning. Implement outdoor learning tasks/activities within chosen aspect of curriculum. ▪ Evaluate practice, present findings, share successes and barriers(weather/risk assessment/resources/confidence) through professional dialogue 	<p>Co-ordinated by BH/PT with Input from all staff</p> 			<p>Professional dialogue at CT meetings, CAT sessions, and in-service days</p>
<p>There is an increased level of community engagement and participation in local area</p>	<ul style="list-style-type: none"> ▪ Links developed with OLOL PS P6/7 for participation in the P6/7 CAB project and conference and associated project (Graffiti? TBC) ▪ Links established with local community police officer and fire service. Local clergy? ▪ Develop engagement in Active Schools programme with OLOL ▪ Further development of Caledonian award e.g. launch assembly/connected to Lowport experiences, community activities etc 	<p>PT</p>	<p>Through -out the year and May 2017</p>		
<p>All stakeholders have a heightened awareness off what GIRFEC means</p>	<ul style="list-style-type: none"> ▪ Implementation of the role of the named person (DHT) ▪ Pastoral notes and record keeping in line with authority advice ▪ Links created between school values and well-being indicators ▪ Draw up programme of relevant assemblies ▪ Active pupil participation in 	<p>Co-ordinated DHT</p>	<p>31/8/16 and ongoing</p>		<p>Pupil dialogue Professional dialogue Parent feedback Questionnaires</p>

<p>Health and well-being activities are well planned for taking into account appropriate progression</p>	<p>understanding what each of the well-being indicators means and share with parents</p> <ul style="list-style-type: none"> ▪ Development of GIRFEC whole school display ▪ Development of key time sessions ▪ Purchase and use of the ICE pack and associated training to provide a programme of work that includes all aspects of H&WB ▪ Planning process developed from the ICE pack ▪ Implementation of authority Health and sexual relationships programme 	<p>PSW</p> <p>Teaching staff coordinated by FMcN</p> <p>↓</p>		<p>Develop appropriate resources – link with PBSS</p> <p>Purchase of ICE pack and training costs</p>	<p>Use of the ICE pack is a focus for teaching observations' learning walks and peer observations</p>
<p>Pupils are fully involved in improving the life and work of the school</p>	<ul style="list-style-type: none"> ▪ Food and nutrition programme is fully planned for based on WL progression pathways ▪ Resources audited and evaluated, gaps identified ▪ All support staff have up-to-date REHIS food hygiene qualification 	<p>PSWs supported by PT</p>	<p>By May 2017</p>	<p>New resources identified and sourced</p>	<p>Planning sampled by DHT/PT</p>
<p>Children's ideas and opinions are taken into account at school, community, national and international levels</p>	<ul style="list-style-type: none"> ▪ Pupils in every class are involved in vertical groups to share leadership of learning in a variety of areas. To include Pupil council, ECO committee and 2 other from the following list: <ul style="list-style-type: none"> ▪ Children's rights ▪ International education ▪ Enterprise ▪ Personal safety ▪ Pupil input into choice and content of IDL 	<p>Class teachers supported by PSWs</p>	<p>By Oct 2017</p>		<p>Pupil views</p>

Evaluation:	Evidence (How do we know?)
<ul style="list-style-type: none"> ▪ Has staff confidence in planning for outdoor learning increased? ▪ Are staff providing regular quality opportunities for outdoor learning and is this reflected in forward plans and activities? ▪ Are learners more engaged? ▪ Are learners able to transfer skills within the classroom to outdoor environment? ▪ Is there a robust approach to delivering outdoor learning entitlement to all learners? ▪ Is outdoor learning becoming embedded in daily practice? ▪ Is there a clear outdoor learning policy? ▪ Does planning in health and wellbeing demonstrate progression? Are there gaps in learning? Does planning allow for flexibility in progression, not linear? ▪ Is there evidence of high quality learning and teaching for all learners? ▪ Do all staff know and understand GIRFEC, the well-being indicators and how these can make an impact? ▪ Are there opportunities for pupils' to be involved in making decisions and expressing their views? ▪ Are pupils' views being taken into account and is the school supporting a culture of positive engagement? 	<ul style="list-style-type: none"> ▪ HGIOS4 ▪ Building Your Curriculum Outside and In ▪ Outdoor Learning 3-18 Self Evaluation Resource ▪ Planning and evaluations ▪ Action planning ▪ Monitoring and observations, staff confidence ▪ Learner's feedback ▪ Quality assurance – observations, best practice visits, sharing best practice, professional dialogue, dialogue with Learners, gathering views/opinions, pupil work ▪ Staff confidence and understanding of how to support challenge and develop opportunities for application ▪ Forward planning ▪ Staff assessment and moderation, professional judgements ▪ Pupil and parent questionnaires

Priority: Raising Attainment (Maths and numeracy)			2016 – 2017		
Area for Development 2: To ensure high quality active learning and teaching experiences for all Learners which demonstrates effective questioning and assessment is for learning practices, within the framework of a Growth Mindset and with a particular reference to maths and numeracy.					
School's current position: In 2015 2016 maths and numeracy development work focused on staff CLPL and the impact of that on classroom practice. Lynda Keith worked with teaching staff for 2 sessions and all current class teachers have been trained in SEAL. We now need to see these approaches becoming more apparent in planning formats. Formative assessment procedures are in place but continue to be inconsistent and less well used in some classrooms than in others. Pupils have settled well into their new Campus and almost half the pupils transitioned into CSC from their mainstream schools. It is important that all pupils now develop some capacity to become independent, confident learners.					
Desired Outcomes	Implementation process (Actions)	By whom	Time Scale	Resources	Monitoring
<p><u>Growth mind-set</u></p> <p>Staff have a better understanding of the importance of promoting and encouraging a Growth Mindset for all learners and themselves</p> <p>Learners are more aware of Growth Mindset and are better prepared for learning</p> <p>Parents are more aware of the importance of having a Growth Mindset and the impact on learning</p>	<ul style="list-style-type: none"> ▪ Participate in professional reading such as Dweck/Weiner/Weiner, Heckhausen and to better understand the importance of developing the ideal learning culture. Participate in professional dialogue ▪ Implement strategies for developing a growth Mindset. Develop a culture of praising effort and achievement rather than ability or personal attributes ▪ Develop whole school growth Mindset ethos. Share approach with parents through assemblies, newsletters, displays and information sharing events. 	PT in conjunction with Educational Psychology service	<p>Throughout the year – awareness raising on in-service day</p> <p>Termly newsletters</p>	<p>Development of training session</p> <p>Professional reading resources</p> <p>Whole school displays</p>	Professional dialogue at CT meetings

<p><u>Formative assessment</u></p> <p>Questioning strategies enhance the learners' experience and enable higher order thinking skills</p> <p>Assessment approaches are matched to the learners' needs and are used to support them to demonstrate where they are in their learning</p> <p>Pupils have a say in their learning and can identify what their next steps are</p>	<ul style="list-style-type: none"> ▪ Embed Mild, Spicy and Hot approach for differentiation of learning outcomes and success criteria within maths/numeracy and extend to other curricular areas. ▪ Create a clear schedule and agenda for sharing best practice within formative assessment approaches, examples of self/peer assessment, questioning, feedback, on the spot improvement marking ▪ Monitoring practices related to maths/numeracy, questioning and formative assessment to ensure consistency in practice and ▪ Whole staff training in questioning skills and higher order thinking 	<p>Co-ordinated by NH</p> <p>All teaching staff</p> <p>All staff</p>	<p>Throughout the year</p> <p>Use of 1 in-service day and 3 cluster afternoon sessions</p>	<p>Professional reading resources</p> <p>Whole school awareness raising re questioning</p>	<p>Professional dialogue at CT meetings</p> <p>Monitoring schedule for pupil profiles (Golden Folders)</p> <p>Formative assessment is a focus for learning walks and peer observations</p> <p>DHT/PT</p>
<p><u>Maths and numeracy</u></p> <p>All staff are confident in and understand the progression of pupils' arithmetical learning</p> <p>Variety of pedagogical approaches and effective learning environments are conducive to high quality learning</p>	<ul style="list-style-type: none"> ▪ Collaborative working and sharing practice between colleagues, local school and cluster schools ▪ Participate in opportunities to work with Cluster numeracy champion, maths support officer Edith Henderson and if possible the peer tutoring scheme ▪ Staff engagement in professional learning which will include the provision of high quality CLPL ▪ Effective implementation of maths recovery (based on successful cluster application to Scottish attainment Challenge innovation fund), and SEAL 	<p>NH/DHT</p> <p>Teaching staff</p> <p>Liaison with cluster colleagues</p>	<p>Throughout the year</p> <p>3 sessions identified by cluster HTs for all Teaching staff</p>		<p>Attainment meetings</p> <p>Pupil dialogue</p> <p>Peer monitoring</p> <p>Professional dialogue at Cluster sessions</p> <p>Pupil assessments</p>

Additional Tasks 2016 2017	Responsibilities
Consistency of Planning taking into account tackling bureaucracy – avoid duplication, agree tracking and monitoring using progression pathways, specialist subject planning for art, PE and music, development of termly planning formats to include Hearsay, Reading Routes and Big Writing, ICE pack, and SEAL planning	All staff PT to manage and monitor specialist teacher planning and that class teachers have access NH/DHT
Embed use of reading routes and hearsay in all classes	Class teachers/PT
Play opportunities further developed including therapeutic intervention and links with Withkids.	PSW A McG in conjunction with DHT (monthly or termly 1-1 meetings)
Risk assessments	DHT/awareness raising provide by H&S department
Development of Curriculum rationale	DHT
Continue to develop monitoring practices and the use of evaluative statements and the Interrogation of data	DHT in conjunction with teaching staff
Embed use of Golden Folders	All staff
Consider further training opportunities in: <ul style="list-style-type: none"> - de-escalation techniques - emotional literacy 	DHT/PT