

SPRINGFIELD PRIMARY AND BONNYTOWN NURSERY IMPROVEMENT PLAN

2016 / 2017



School Engagement with the National Improvement Framework



Factors Influencing the Improvement Plan

School factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

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

Flexible early learning and childcare implementation

Local authority factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework

Raising attainment, including closing the gap

Better Outcome agreement

Single Outcome agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental Engagement Framework

Increased entitlement to early years' provision

National factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare

OECD recommendations

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Young Workforce

Building the Ambition

National Qualifications

Child Protection Issues / Guidance

National Legislation: Children and Young People (Scotland) Act 2014

GTCS standards and professional update

Our Vision

Within a welcoming, caring, nurturing, happy and respectful environment, our school community is committed to supporting a desire to learn and achieve ambition. We aim to provide opportunities for our pupils to use and develop their talents to the best of their ability to take away for life. This will be built upon solid foundations of literacy, numeracy and health and wellbeing as core. We will continue to work in partnerships to support pupils to achieve their potential using active approaches to meet the needs of our learners.



Our Values

Rights, respect, equality, compassion, honesty, resilience, ambition

Our Aims

Leadership and Management

- To foster an ethos of self-evaluation for self-improvement (NIF driver – school improvement)

This year we will focus on collaborative approaches to self-evaluation

Learning Provision

- To ensure assessment is integral to our planning of learning and teaching (NIF drivers – assessment of children’s progress/ performance information)

This year we will focus on using a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding

- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable. (NIF driver – school improvement)

This year we are developing the curriculum for numeracy and literacy

Successes and Achievements

- To ensure the best possible outcomes for all our learners (NIF driver – school improvement)

This year we are focusing on raising attainment in numeracy and literacy

Three Year Strategic Plan		
Session	Area for Improvement	Outcomes
2015/2016	Excellence through raising attainment and achieving equity – Learning Provision (planning)	<ul style="list-style-type: none"> To review and adapt WLC Curricular Frameworks to suit our setting – main emphasis on expressive arts provision. Beginning with Drama and Art and Design. Use OTWL as a planning and tracking tool initially for Social Studies, creating groups, timetabling and through ongoing evaluation implement other curricular areas. To review the nursery curriculum and plan for 2yr olds using Birth – 3 year Guidelines and to become familiar with the theory behind “Building the Ambition”
	Excellence through raising attainment and achieving equity – Learning Provision (curriculum)	<ul style="list-style-type: none"> NURSERY- Demonstrate the impact of Building the Ambition on practice. Development of Nursery Outdoor Area and Early Outdoor Curriculum. Implement successful flexible arrangements for early learning and childcare (Pilot centre) Continue development of Outdoor Learning. SCHOOL-Development of the Outdoor Classroom (Playground Project?) Extend cluster approach to Phonological Progression and create Literacy rich environments for all learners with particular focus on the teaching of spelling through a progressive multi-sensory approach. Review Numeracy programmes to reflect SEAL and Big Maths strategies and increase familiarity with Numeracy Frameworks. Audit Science experiences and introduce Science Connections resource across school. Development of the Outdoor Classroom (Playground Project?)
2016/2017	Excellence through raising attainment and achieving equity – Self-Evaluation for Self-Improvement	<ul style="list-style-type: none"> Improved approaches to collaborative working and stakeholder involvement in school improvement (NIF driver – school improvement)
	Excellence through raising attainment and achieving equity – Learning Provision	<ul style="list-style-type: none"> Continued focus on literacy and numeracy leads to raised attainment across the curriculum
2017-2018	Excellence through raising attainment and achieving equity –	<ul style="list-style-type: none"> Continue to promote family learning (NIF driver – parental engagement) - ongoing
	Excellence through raising attainment and achieving equity – Profiling and reviews of learning support children in identifying and addressing next steps in learning	<ul style="list-style-type: none"> To audit and implement a robust profiling, tracking and monitoring system across the school – development of online learning journals across P2 – P7 (NIF driver – assessment of children’s progress) To ensure planning for progression in children and young people’s learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time (NIF driver – school improvement)

Priority: Excellence through raising attainment and achieving equity – Self-Evaluation for Self-Improvement					
Area for development:					
<ul style="list-style-type: none"> - Improvements in learners’ experiences is central to all self-evaluation activity - Opportunities for learners and staff to regularly engage in critical and creative thinking 					
Desired Outcomes	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring By whom? How?
<p>Pupils, staff and partners are more engaged in the process of validated self-evaluation to support improved outcomes for learners in literacy and numeracy</p> <p>Enhanced opportunities for assessment and moderation support teachers to make confident judgments about achievement of Curriculum for Excellence levels in Literacy and Numeracy</p> <p>Improved moderation activities support teachers to make more confident judgements about achievement of levels in literacy and numeracy</p>	<ul style="list-style-type: none"> • Devise a planned programme for the school/ cluster/ out with teaching and learning community to use collaborative approaches to evaluate the quality of learning and teaching in literacy and numeracy to include: <ul style="list-style-type: none"> ➢ Assessment and moderation opportunities ➢ Understanding significant aspects of learning ➢ Data analysis ➢ Professional dialogue ➢ Classroom observation: ➢ Use of QI Frameworks and GTCS standards ➢ Conversations with learners, teachers, parents and partners. 	<p>Cluster working groups</p> <p>Development post holder</p>	<p>August 2016 start</p> <p>Updates throughout the year based on school improvement planning cycle</p>	<p>CAT sessions</p> <p>WL Numeracy Development Team</p> <p>Supply costs to allow for learning rounds, observations and moderation</p> <p>National Improvement Hub</p> <p>Numeracy Across Learning material</p> <p>SSLN materials</p> <p>Education Scotland</p> <p>Annotated exemplars for literacy and numeracy</p>	<p>SMT</p> <p>Class teachers through collaborative working and professional dialogue</p> <p>The WL performance team through dialogue with HTs</p>
Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)			Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)		
<p>How well is evidence from self-evaluation being used to drive forward change?</p> <p>How well do we involve all stakeholders in self-evaluation activity?</p> <p>How effectively do colleagues work together to moderate standards?</p> <p>How do we know that the changes we have made have improved outcomes for learners?</p> <p>To what extent have we ensured that the learner is at the centre of our SE activity?</p>			<ul style="list-style-type: none"> • Quantitative data is gathered and analysed • People’s views gathered through surveys, focus groups, ongoing professional dialogues and learning visits • Direct observations of practice are focussed on agreed criteria and shared understanding of their purpose. Feedback is summarised to support self-evaluation • QI frameworks are used and Qis and challenge questions are selected against which evaluation takes place • New literacy and numeracy benchmarks are consulted to inform judgements 		

Priority: Excellence through raising attainment and achieving equity – Learning Provision					
Area for development:					
<ul style="list-style-type: none"> - A clearer focus on developing knowledge, understanding and skills in a progressive way across the curriculum to support learners to achieve - Continued focus on literacy and numeracy leads to raised attainment across the curriculum 					
Desired Outcomes	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring By whom? How?
<ul style="list-style-type: none"> - Raised attainment in literacy and numeracy 	<ul style="list-style-type: none"> • A planned programme for the school to focus on developing knowledge, understanding and skills in literacy and numeracy in a progressive way to include: <ul style="list-style-type: none"> ➢ CLPL – literacy/ numeracy ➢ CAT sessions – focus on the teaching of reading/ numeracy ➢ 3 jotter approach – clearer focus on transferring literacy/ numeracy skills across the curriculum ➢ Assessment and moderation opportunities ➢ Understanding of new benchmarks in literacy and numeracy ➢ Data analysis ➢ Professional dialogue ➢ Classroom observations ➢ Use of QI Frameworks and GTCS standards ➢ Conversations with all stakeholders 	<p>SMT Lead learner for literacy</p>	<p>August 2016 start Updates throughout the year based on school improvement planning cycle</p>	<p>CAT sessions WL Numeracy and literacy Development Team Supply costs to allow for learning rounds, observations and moderation National Improvement Hub Numeracy Across Learning material SSLN materials New benchmarks for literacy and numeracy</p>	<p>SMT Class teachers through collaborative working and professional dialogue The WL performance team through dialogue with HTs</p>
Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)			Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)		
<p>How are we extending and developing children’s progress in literacy and numeracy? What are the strategies we are implementing to promote challenge in literacy and numeracy? How effective are we at building on individuals skills in literacy and numeracy to raise attainment? How are we decluttering the curriculum to focus on quality teaching of skills in literacy and numeracy? To what extent are we ensuring excellence in learning, teaching and assessment in literacy and numeracy? In what ways can we demonstrate improvements to equity for all learners?</p>			<ul style="list-style-type: none"> • Quantitative data is gathered and analysed • People’s views gathered through surveys, focus groups, ongoing professional dialogues and learning visits • Direct observations of practice are focussed on agreed criteria and shared understanding of their purpose. Feedback is summarised to support self-evaluation • QI frameworks are used and QIs and challenge questions are selected against which evaluation takes place • New literacy and numeracy benchmarks are consulted to inform judgements 		

Plan for Additional Tasks

Additional Tasks	Responsibilities	SLT Point of contact
<ul style="list-style-type: none"> • Engage and implement key features of ‘Building the Ambition’, HGIOELCC and West Lothian Council’s ‘Early Years’ Practice Framework’ • Develop a consistent approach to an enquiry based play curriculum across Early Level, providing opportunities for creativity, challenge and independent learning 	Nursery and P1 staff	PT Nursery and DHT
<ul style="list-style-type: none"> • Tracking and monitoring progress using Learner’s Journals (online) 	Nursery and P1 staff	
<ul style="list-style-type: none"> • Continue developing Languages 1+2 national agenda. Full implementation of the PL Platform approach for French from P1-P7 and a programme for introducing Spanish in P5-P7 	SIP Sub Group	PT
<ul style="list-style-type: none"> • Continue to build capacity for transferring skills in outdoor learning - IDL and outdoor learning are key features of our regular, progressive curriculum 	OL working group	DHT
<ul style="list-style-type: none"> • Maintain Eco schools status 	All/ Eco coordinator	DHT
<ul style="list-style-type: none"> • Continue to embed a positive school ethos incorporating our newly revised aims and values 	All	HT