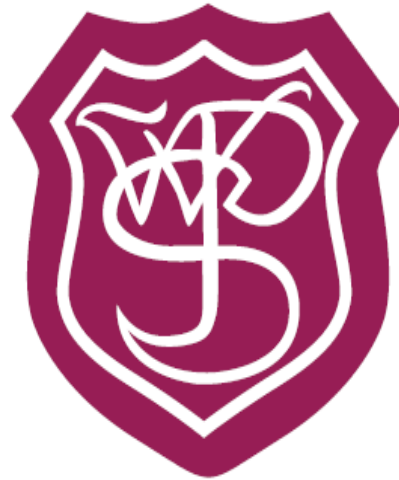
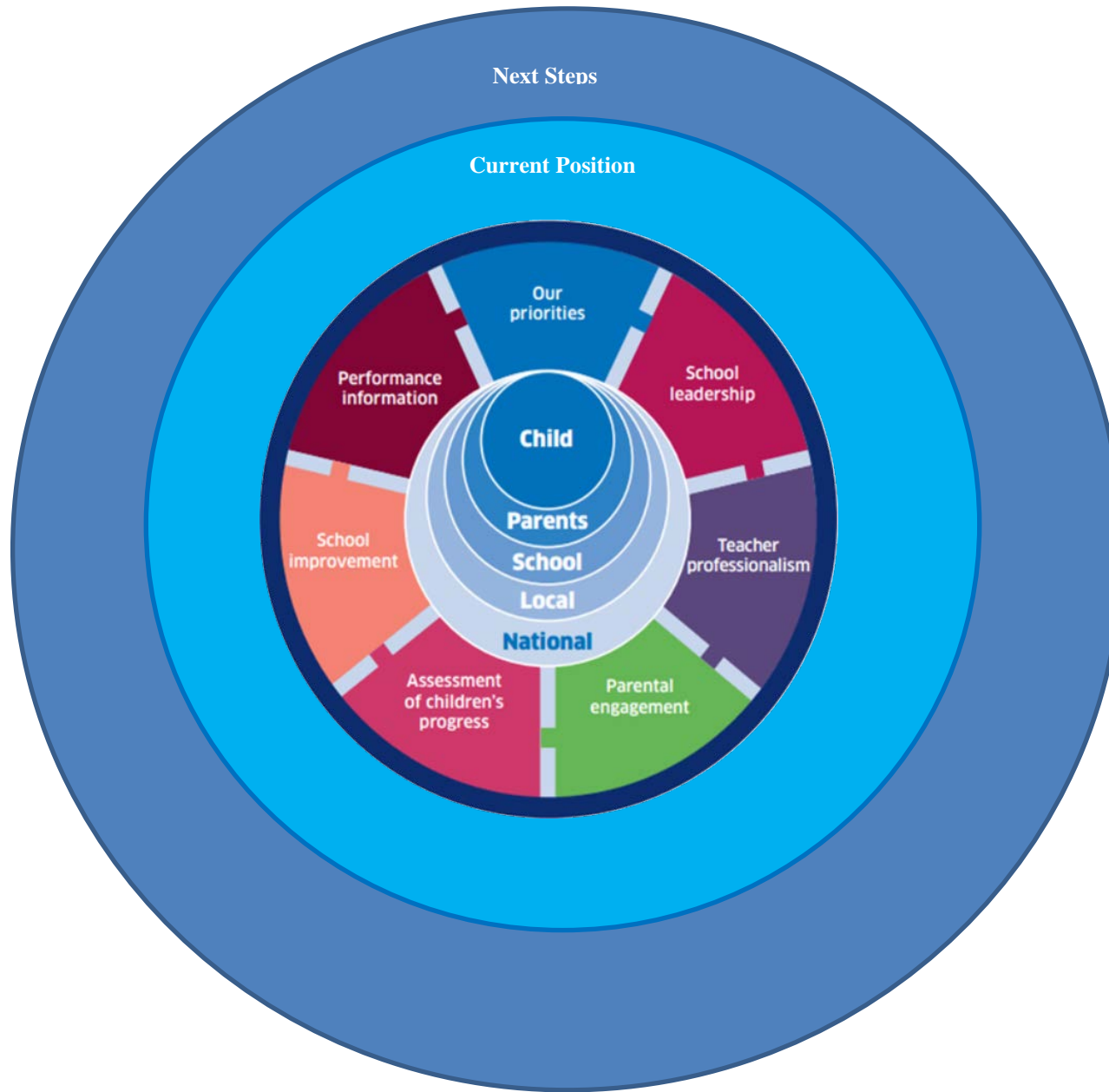


Williamston Primary School
SCHOOL IMPROVEMENT PLAN

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

Raising attainment including closing gap

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 Scotland's 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

Our School Values, Vision and Aims:

Vision Statement

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.

Our Aims

Leadership and Management

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.

Learning Provision

- To create a safe and enjoyable learning environment where children and staff can thrive and succeed and each individual's uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.

Successes and Achievements

- To ensure the best possible outcomes for all our learners

3 Year Strategic Plan		
Session	Area for Improvement	Outcomes
2015/2016	To work collaboratively both in school and across the cluster to implement progression pathways/refresh programmes in all curricular areas. 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 continued moderation of literacy/numeracy, within school and across the cluster • All teachers demonstrate improved understanding of curricular principles, practices and significant aspects of learning • Use of national expectations, progression pathways and national resources ensure that the curriculum reflects the key principles • Meaningful outdoor learning opportunities continue to be further developed to provide motivating and stimulating contexts for learning
	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
2016/2017	Excellence through raising attainment and achieving equity – Learning Provision	<ul style="list-style-type: none"> • Staff have a clear understanding of high quality learning and teaching for numeracy. Effective learning environments are consistent throughout the school. • All teachers demonstrate improved understanding of curricular principles, practices and significant aspects of learning for numeracy. • Children’s attainment in maths increased and pupils demonstrate an increased positive approach to learning in Maths. • Use of national expectations, progression pathways and national resources ensure that the curriculum reflects the key principles. • Parental engagement and family learning opportunities are planned for to increase involvement of parents with school life and impact positively on children’s learning.
	Excellence through raising attainment and achieving equity – Raise attainment through further embedding and developing learning, teaching and assessment processes and practices across the school	<ul style="list-style-type: none"> • Learners will be increasingly supported through using a variety of learning and teaching strategies. • A quality body of evidence is used to support assessment judgements and decisions about next steps • Nurture principles will be shared and used throughout the school • Improve shared understanding of CfE levels through effective and collaborative moderation of standards • Intelligent analysis of data available and other information about learners informs planning for learning and identifies appropriate universal and targeted interventions • The broad general education will be further developed and staff will be more confident in delivering aspects of the curriculum
2017/2018	Excellence through raising attainment and achieving equity – Self-evaluation for self-improvement	<ul style="list-style-type: none"> • Thematic approaches to self-evaluation for self-improvement enhance learning and teaching practices and approaches to cross-curricular, inter-disciplinary and discrete subject teaching • Strategies which continue to improve attainment in literacy and numeracy will be implemented • Strategies to improve early learning will be further identified and implemented
	Excellence through raising attainment and achieving equity – Learning Provision	<ul style="list-style-type: none"> • Family learning programmes increase parental engagement in pupil profiles and provide families with programmes to support children’s learning at home

Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY					
Area for development: Raising attainment in numeracy ensuring equity for all learners					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring By whom ? how?
<p>Children’s attainment in maths is increased and pupils demonstrate an increased positive approach to learning in maths</p> <p>By 2019 90% of all learners will achieve expected levels of attainment within maths and numeracy</p> <p>Enhanced opportunities for assessment and moderation support teachers to make confident judgments about achievement of Curriculum for Excellence levels in Numeracy</p>	<p>All learners will have access to high quality teaching and learning opportunities, including progression for pictorial to concrete to abstract strategies (SEAL)</p> <p>Co-ordinated approaches to high quality staff training through effective implementation of SEAL, Number Talks, Maths working walls and Numicon.</p> <ul style="list-style-type: none"> Introduce and implement enhanced progression pathways, incorporating SEAL approaches, for Early, First and Second Levels <p>Effective cluster moderation enhances teacher’s professional judgement in standards and expectations</p> <ul style="list-style-type: none"> Co-ordinate cluster moderation and assessment opportunities with a focus on maths Dedicate time for professional dialogue to moderate children’s progress Introduce and implement curriculum progression tracker overviews Analyse teacher judgement and adaptive testing information to identify trends/improvements for sharing practice Identify and track progress of able learners, ensuring appropriate pace and challenge <p>High quality learning and teaching will be quality assured and evaluated through using the learning walk approach, within all schools, across the cluster</p> <p>Raising the profile of numeracy and maths through using literacy as a focus for developing transition projects and master classes</p>	<p>All staff</p> <p>All staff HT/DHT /PT</p> <p>Cluster HT and lead learner</p> <p>All staff</p> <p>Cluster HT</p> <p>All staff</p>	<p>Aug - Oct</p>	<p>Resources suitable to support high quality learning and teaching.</p> <p>Concrete materials Numeracy themed books</p> <p>Cluster training opportunities- CAT sessions</p> <p>In-service days</p> <p>Moderation planned sessions for all staff</p> <ul style="list-style-type: none"> Agreed 4 Cluster Sessions from WTA Departmental meeting time 	<p>Senior Leadership Team</p> <p>Quality Improvement/self-evaluation activities including</p> <ul style="list-style-type: none"> classroom observations, learning rounds, professional dialogue, discussion with staff/learner monitoring of planning and pupil work <p>Planning meeting minutes / Support for Identified interventions</p> <p>Cluster HT group Focus team evaluations</p> <p>HT / DHT evaluations</p> <p>Pupil/Staff evaluations</p>
<p>All learners develop increased mathematical resilience through a more positive mind-set leading to fully engaged in numeracy</p>	<p>Engage staff in professional reading, research, discussion and observation of effective pedagogy in maths</p> <p>Develop approaches to improving growth mind-set in maths through practitioner enquiry using research material from Jo</p>	<p>All staff</p>	<p>Oct- Nov</p>	<p>Mathematical Mind-sets’ book – Jo Boaler</p>	<p>SLT / All staff Quality assurance of profiles / moderation of profiles</p>

Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY					
Area for development: Raising attainment in numeracy ensuring equity for all learners					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring By whom ? how?
and maths	<p>Boaler</p> <p>Enhance learner's conversations and their ability to reflect on learning in maths through planned profiling experiences</p> <p>Implement Number Talks across the school to ensure thinking is visible and children show a more developed confidence in mental agility</p> <p>Targeted groups of individuals to be identified for Number Talks interventions</p>			<p>Number talks resource for each level.</p> <p>Collegiate WTA sessions for planning and discussing</p>	<p>Learner's conversations with members of SLT on maths</p> <p>Planning meeting minutes / Support for Identified interventions</p> <p>Pupil/staff evaluations</p>
Digital literacy will be further embedded in mathematics through the appropriate use of apps and Sumdog	<p>Implement and use effectively Sumdog across the school</p> <p>Examine the use of appropriate apps in mathematics and numeracy</p>		Aug - Jun	<p>CAT time</p> <p>Sumdog</p> <p>Apps purchased.</p> <p>Use of Meraki</p>	<p>Planning meeting minutes / Support for Identified interventions</p> <p>Pupil/staff evaluations</p>
Families will be more able to support and engage with their children's learning in numeracy	<p>Establish a programme of family learning events including:</p> <ul style="list-style-type: none"> • I-count, I-spend, I-save, I-solve open afternoons • Family learning festival with a focus on numeracy • Create a cluster online sharing space for numeracy <p>Create support materials for parents to use with their children at home</p>	Cluster HT group	September 16 – May 17	<p>CAT time</p> <p>Staff meetings</p> <p>Resource booklets</p>	<p>All staff</p> <p>Parent/Pupil/staff evaluations</p> <p>(Impact on learners and families)</p>
The curriculum is further developed and refreshed across all curricular areas providing rich, meaningful and progressive experiences for all learners	<p>Implement draft curricular programmes and action plans based on PLG cluster developments. See additional tasks for detail.</p> <p>Continue to review and refine curricular programmes, gathering evidence of impact linked to professional enquiry.</p> <p>Use annotation and exemplification of levels as further guidance</p>	PLG		<p>Cluster CAT sessions x 4</p> <p>CLPL</p> <p>Collegiate planning meetings</p>	<p>PLG Staff/pupil evaluations</p> <p>Senior Leadership Team Quality Improvement/self-evaluation activities including</p> <ul style="list-style-type: none"> • classroom observations, • learning rounds, • professional dialogue, • discussion with staff/learner • monitoring of planning and pupil work

Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY

Area for development: Raising attainment in numeracy ensuring equity for all learners

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring By whom ? how?
<p>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</p> <p>1.3 To what extent are our tools positively impacting on staff and improving outcomes for learners? What positive impact has our planning for continuous improvement had on outcomes for children and families?</p> <p><u>2.3: Learning, teaching and assessment</u> How confident are we that all learners experience activities which are varied, differentiated, and active and provide effective support and challenge? How well do we motivate and engage all children? How can this be consistent for children every day?</p> <p>How well do our questioning strategies enhance the learners experiences and enable higher order thinking skills?</p> <p>How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?</p> <p>How effectively do we involve learners and parents in planning and evaluating learning?</p> <p><u>2.5: Family Learning</u> Are outcomes for children improving as a result of their participation in family learning? How do we know?</p> <p>How is family learning improving their capacity to learn?</p> <p>3.2 How well is assessment information used to inform teacher judgements? How do we know this is consistent? How effective are our approaches to tracking progress and achievement? What needs to improve?</p>		<p>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</p> <p>All learners experience high quality learning and teaching evidenced through quality assurance activities.</p> <p>Appropriate digital technologies become embedded in maths lessons</p> <p>Learners and parents are further involved in planning through the profiling process</p> <p>Increased involvement of parents in family learning events</p> <p>Positive feedback from parents analysed to inform next steps</p> <p>All children are able to verbalise and explain their strategies leading to increased mental agility</p> <p>All children are excited and motivated by the challenge of maths.</p> <p>Use of the online sharing space.</p> <ul style="list-style-type: none"> • QA calendar and evaluations • Planning and Attainment meetings – 3 per session with SLT and 3 with stage partners (dates in annual calendar) • Staff engagement in professional reading programme and dialogue (5 sessions on calendar) • Evaluations of Cluster initiatives (on school CAT calendar) • Peer support observations and professional discussions • Tracking and monitoring of teacher judgement (CfE achievement of levels) at Planning and Attainment meetings • Planned cluster and school learning walks • Analysis of CEM Adaptive Testing Information (including attitudes to learning) • Observations of learning and teaching (including work sampling and pupil focus groups). 			

Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY					
Area for development: Raise attainment through further embedding and developing approaches to personalised learning and learning, teaching and assessment processes and practices across the school. Creating a nurturing, positive and respectful whole school ethos that supports high quality learning and teaching.					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
A quality body of evidence is used to support assessment judgements and decisions about next steps <i>Ensure effective assessment systems are in place to identify and support ever increasing diverse needs of children</i>	Continue to develop the profiling and reporting process within the school. Continued development of I journals, and use of online journals Nurs- P7. Further improve tracking and monitoring procedures to take into account guidance from The National Improvement Framework and the Significant aspects of learning Further improve moderation activities support teachers to make more confident judgements about achievement of levels	All staff		Staff training	All staff – through moderation activities
Learner’s social and emotional wellbeing will continue to be developed within the classrooms and across the whole school. <i>Create inclusive and nurturing learning environments across the school and stages.</i> Improve and ensure outdoor learning and play opportunities are embedded as part of the broad general education entitlements for learners.	Implement the ‘Knowing Me, Knowing You’ ICE pack throughout the school. Revise and Implement Whole school positive behaviour policy. Further develop and embed outdoor learning and play in the curriculum	All staff PSW SLT (DHT)		Knowing me Knowing you pack Positive behaviour resources House system/PLT Outdoor learning handbook (PLG) PSA funding to improve playground environment for development of play .	SLT – through quality assurance procedures Pupil dialogue – consistent and fair All staff – through peer observation / discussion Evaluations and feedback from pupils, parents and staff.
Learners will be increasingly supported through <i>Improved approaches to universal and targeted support for our learners.</i>	Revise Sfl referral systems , tracking and monitoring systems and approaches for delivery of support Robust assessment and identification of individual children’s needs and support plans based on research and evidence based effective interventions.	Sfl teacher SLT (DHT) All staff Educational psychologist		Staff training	All staff – through the discussion at the sharing of strategies that people have tried
Nurture principles and inclusive practices will be developed ,shared and used throughout the school	Develop nurturing strategies and approaches as part of universal approach across the whole school and targeted support as part of planned interventions(Nurture time slots)	All staff Educational Psychologist team	Aug – June 2016	Time – CAT / In-service 2 nd September 2016	SLT – through quality assurance procedures Evaluation and feedback

Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY

Area for development: Raise attainment through further embedding and developing approaches to personalised learning and learning, teaching and assessment processes and practices across the school. Creating a nurturing, positive and respectful whole school ethos that supports high quality learning and teaching.

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
	Introduce targeted support – Give us a break for vulnerable children.	Trained members of staff PSW		Short term additional teacher resource(6 weeks)	from target groups.

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 do we use our community and spaces to deliver high-quality outdoor learning and opportunities</p> <p>How well does our indoor and outdoor space support creativity, curiosity or inquiry?</p> <p>How confident are we that all learners experience activities which are differentiated, active and provide effective support and challenge?</p> <p>How well does our curriculum planning meet the needs of different groups of children?</p> <p>How well do our questioning strategies enhance the learners experience and enable higher-order thinking skills?</p> <p>How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?</p> <p>In what ways does information from profiling and personal learning planning ensure continuity and an appropriate pace of progress in learning for all children?</p> <p>How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people’s learning?</p> <p>How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?</p> <p>How do we ensure that processes for planning, assessment and reporting/processes for tracking and monitoring are manageable and effective in improving learning and teaching?</p> <p>How well do we enable all children and young people to engage in self- and peer- assessment to improve their learning? How do we know this benefits learning?</p>	<p>All learners experience high quality learning and teaching</p> <p>All learners experience a supportive and nurturing learning environment.</p> <p>Pupil learning needs are identified and supported well.</p> <p>Data is used effectively to further children’s learning</p> <p>Assessment is embedded within the learning and teaching process</p> <p>Self- and peer- assessment is used effectively</p>

Plan for Additional Tasks-

WHOLE SCHOOL - Additional Tasks	Responsibilities	SLT Point of contact
<ul style="list-style-type: none"> • COMPLIANCE training for all staff • Annual Child Protection and focus theme (Safe and Together training) <ul style="list-style-type: none"> • WRAP training (All staff) • Equalities training (by DEC 16) • Key policies including Fire Safety 	HT/SLT	HT
<ul style="list-style-type: none"> • Continue to develop and embed Learning for Sustainability values throughout curricular experiences. <ul style="list-style-type: none"> • Review and update Fairtrade policy • Renew Fairtrade school award. • Apply for reaccreditation for International Award • Further develop our partnerships with Connecting Classrooms(links with school in India)) 	HT/Lead staff/All staff	HT/Lead staff – JM/SB
<ul style="list-style-type: none"> • Fully implement AAL strategy and principles in P5-P7 and continue to monitor the effectiveness of digital technologies in supporting learning across school 	P5-P7 staff	HT and PT
<ul style="list-style-type: none"> • Continue to develop the growth mind set model in all classrooms 	All staff	HT / DHT
<ul style="list-style-type: none"> • Improve opportunities to develop children’s understanding of the world of work and skills for learning, life and work. 	All staff/PT/PLG	PT Early years/PT Second level/HT
<ul style="list-style-type: none"> • Further develop and explore opportunities and enhance creativity skills across the school including the nursery. 	HT/SLT- All staff	HT
<ul style="list-style-type: none"> • Further develop and support teacher professional learning through PRD and Professional Update approaches. (Teachers are confident in their application of the GTCS standards and their professional learning leading to Professional update. 	HT/All staff	

WHOLE SCHOOL - Additional Tasks	Responsibilities	SLT Point of contact
<ul style="list-style-type: none"> Pollination project (Grounds for Learning) _ Develop and create environment for pollinators. Develop understanding of ecological importance of pollination and pollinators. 	DH/Key staff/PLG	DHT
<ul style="list-style-type: none"> Develop Outdoor Learning and play across school based on current good practice identified locally and nationally. Outdoor Learning <ul style="list-style-type: none"> Use numeracy and literacy outdoor learning resource Evaluate above resource as a school Participate in Outdoor Learning CPD <p style="text-align: center;">Nursery - Introduction of more natural materials into play areas.</p>	PLG Outdoor learning PSW staff Nursery staff All class teachers evidence in planning, teaching and learning, PRD.	PT Early Years and DHT Outdoor learning Lead learners DHT
<ul style="list-style-type: none"> Development (Nursery) and introduction of Online Learners' Journeys in N-P7* and further development of I journals as a profile and new style reporting to parents to increase pupil and parental engagement in the learning process 	All staff	PT Early years , Second level PT , DHT and HT
<ul style="list-style-type: none"> SLF <ul style="list-style-type: none"> Establish Health Boxes in ALL classrooms (relative to stage) Inclusive Classroom Checklist to be implemented in all classes Use and follow IEP planning grids 	Resources evident in all classrooms.	Support for learning teacher Head teacher/DHT
<ul style="list-style-type: none"> Outdoor Learning <ul style="list-style-type: none"> Use numeracy and literacy outdoor learning resource Evaluate above resource as a school Participate in Outdoor Learning CPD 	All class teachers evidence in planning, teaching and learning, PRD.	Outdoor learning Lead learners DHT
<ul style="list-style-type: none"> Topical Science <ul style="list-style-type: none"> Every class to plan for topical science at least once per term Increase learners' knowledge and experiences within science curriculum 	Evidence of topical science in i-JournalS	Science PLG members DHT
<ul style="list-style-type: none"> Art <ul style="list-style-type: none"> Use sketchbooks to implement skills progression (on SharePoint) 	Art/Graphite pencils and sketchbooks needed for all classes.	RCCT teacher HT
<ul style="list-style-type: none"> Technologies <ul style="list-style-type: none"> In levels, ensure all 6 areas of technologies curriculum (skills and dispositions) are covered throughout year, with digital technologies embedded across the curriculum. 	Check Technologies help lists (SharePoint) Opportunities explore in school technology resources	Technologies lead learners Second Level staff Acting PT
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WHOLE SCHOOL - Additional Tasks	Responsibilities	SLT Point of contact
<ul style="list-style-type: none"> • Social Subjects <ul style="list-style-type: none"> - Use new planners and skills progression - - Pre-determined assessments with a skills focus - Meaningful engagement from parents and children when planning 	Time to explore new documentation and how to implement.	EY PT Social subjects PLG
<ul style="list-style-type: none"> • RME <ul style="list-style-type: none"> - Further develop Values Education Programme - -Pilot new cluster RME Curricular Overview and Programme - Further develop 'Time for Reflection' opportunities 	Time to look at curricular overview in departments in order to implement successfully	Key staff/HT
<ul style="list-style-type: none"> • Early Years <ul style="list-style-type: none"> - Implement floor books consistently across the curriculum for effective involvement of the children in the planning process and assessment. 	Large ring-bind floor books needed for all classes Selection of items for talking tubs Thinking Trees Yellow Sticky Strips for 3D mind maps Training for staff	PT Early Years EY PLG group members Nursery/wraparound staff
<ul style="list-style-type: none"> • Literacy – Participate in P4 –P7 First ministers – Reading Challenge 	P4-P7 staff SLT	HT
NURSERY Additional Tasks	Responsibilities	SLT Point of contact
<ul style="list-style-type: none"> • Further development of leadership roles in Nursery 	PT Early years and nursery staff	PT Early years
<ul style="list-style-type: none"> • Fully implement and develop consultative planning in nursery to engage and involve learner in learning process 	PT Early years and nursery staff	PT Early years HT
<ul style="list-style-type: none"> • Further improve and develop the quality and quantity of observations made in the Nursery 	PT Early years and nursery staff	PT Early years HT
<ul style="list-style-type: none"> • Further develop the use of Digital technologies to support learning across the play areas. 	PT Early years and nursery staff	PT Early years HT