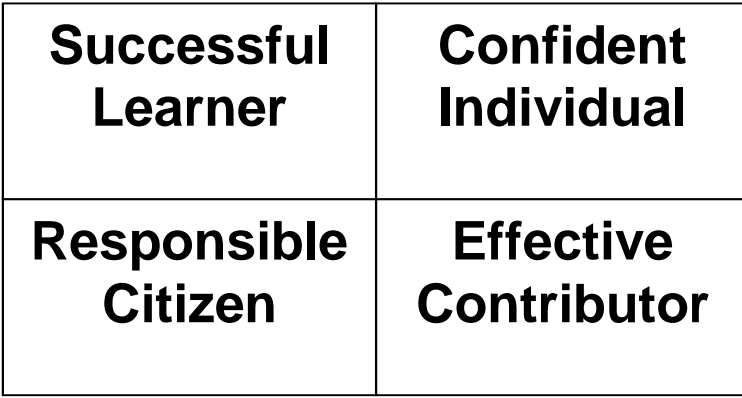
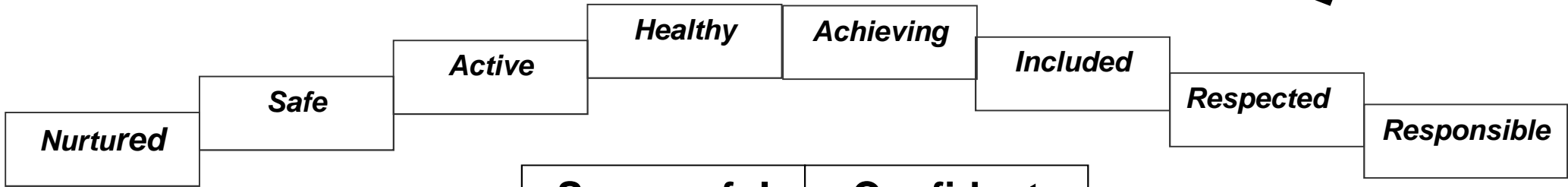


**Inveralmond EYC  
Ladywell Nursery School  
Eliburn Nursery Class**

**SCHOOL IMPROVEMENT PLAN**

**2015-2016**

# VISION FOR CHILDREN



# 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.**

- Joint management of three settings
- New nursery staff teams
- Solution focused management of the impact of 600 Hours
- Development of Two's Provision

### **Local authority factors**

- Single Outcome agreement
- Corporate Plan
- Integrated Children's Services Plan (Life Stages)
- Education Services Management Plan
- *Moving Forward in Learning*
- Curriculum for Excellence Implementation Guidance
- Raising attainment, including for those at risk of missing out
- Increased entitlement to early years provision

### **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**

*To improve the health, well-being, development and educational opportunities of children and families by creating a flexible needs-led service, accessible to all families by adopting a multi-agency approach in the community.*

### **School Aims**

#### **1. Learning and Teaching**

- *To plan effectively for children's learning, assessing their development and progress through observation, from which next steps in learning are identified to enable children to become "Confident Learners" and so fulfil their potential .*

#### **2. Vision and Leadership**

- *To create a stimulating environment with lots of learning opportunities which meet the needs and interests of each child, engaging them in learning through play activities.*
- *To actively promote parental involvement in their child's learning, in and out of nursery.*
- *To support all staff in developing leadership skills and professional responsibility.*

#### **3. Partnership**

- *To build partnerships with parents/carers through effective communication and developing working relationships.*
- *To work in partnership with outside agencies to meet the needs of children and families.*
- *To continue to develop links with the community.*

#### **4. People**

- *To work together as an effective team and continue to develop professionally*
- *To support parents in their role and involve them in the life of the Centre.*

#### **5. Culture and Ethos**

- *To provide a welcoming, warm, safe, secure, caring and healthy environment that meets the needs of all children.*
- *To value learning through play.*

A curriculum framework to meet the needs of all learners 3 – 18  
*A schematic guide for curriculum planners*

(September 2014)

**Values**

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

**The curriculum: 'the totality of all that is planned for children and young people throughout their education'**

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

**Learning and teaching**

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

**Experiences and outcomes set out expectations for learning and development in:**

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



**All children and young people are entitled to experience**

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

**Personal Support**

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

**Principles of curriculum design:**

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

**Arrangements for**

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

**support the purposes of learning**

**Strategic Curriculum Plan (Three Years)**

<b>Session</b>	<b>Area for Development</b>	<b>Desired Outcomes</b>
2014-15	Raising attainment through improved curricular continuity in numeracy.	Shared understanding of effective pedagogy in teaching mental calculation. Shared understanding of expected standards in secure mental calculation through moderation activities. Improved quality learning and teaching in mental calculation resulting in raised attainment in numeracy. Improved curricular continuity and progression in mental calculation.
	<b>Curriculum Development</b>	Curriculum developed as outlined in Curriculum for Excellence.
2015 - 16	<b>Raising Attainment</b>	Raising attainment through increased collaboration to improve learning and teaching
	<b>Raising Attainment</b>	Raising attainment through continued improvement of the quality of the children’s experiences, the learning environment and staff interaction through implementation of “Building the Ambition”.
2016 - 17	<b>Curriculum Development</b>	Provision of improved quality outdoor learning experiences and environment. Improved monitoring and self -evaluation established.
	<b>Partnership/People</b>	Impact of Professional inter-agency working audited and monitored to improve the support to meet the needs of children and families in the setting.

**Area of Development :** Raising attainment through increased collaboration to improve learning and teaching.

**Cluster's current position:**

All schools have identified the need to increase opportunities for collaborative approaches to further develop and embed learning and teaching across the cluster.

Staff have had planned opportunities to engage in professional dialogue and moderation across the cluster.

As a result of this there was an identified need to establish a sustainable strategy for improvement which has a long term impact on attainment to support our vision of working together to inspire learners.

Ensuring a consistent understanding of standards which underpin high quality learning and teaching continues to be a priority.

**Practitioner enquiry will be used to take forward development of pedagogy and to build capacity for leadership across the Cluster.**

<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By Whom?</b>	<b>Timescale</b>	<b>Resources / Costs / Training Needs</b>	<b>Monitoring by whom?</b>
Capacity for leadership across the cluster is built.	Staff were consulted to identify and prioritise areas of practice that would improve learning and teaching and attainment.	HTs	May 2015	Questionnaire	Cluster HTs and group leaders look
A common and consistent approach to quality improvement through action planning with increased staff ownership is introduced.	Cluster collaborative groups formed with leaders assigned.	HTs	May 2015	Time for staff to meet	Cluster HTs and group leaders
	HT's and leaders trained in the Implemento process.	Val Corry	June 2015	Time for staff to meet	Cluster HTs and group leaders
Staff are engaged in the process of practitioner enquiry as a means of developing learning and teaching.	To involve identified staff in Coaching in Context training to support them in leading a cluster collaborative groups	Val Corry	September 2015	Coaching session. Possible cost of presenter	Cluster HTs and coaches
	HT's to coach group coaches	HTs and coaches	September to March, following each CAT session	4/5 coaching meetings between HT and coaches	Cluster HTs and coaches
	Training session led by Steve Watson to raise awareness of collaborative working and quality learning and teaching.	Steve Watson	25.09.15	CAT x 1  Cost for presenter	



				Time for coaches to meet	
	<p>Prioritised areas of practice identified and the following collaborative groups formed:</p> <ul style="list-style-type: none"> <li>- ICT to deliver L&amp;T</li> <li>- Effective questioning and feedback</li> <li>- Assessment approaches and moderation</li> <li>- Differentiation/learning approaches</li> <li>- Literacy-Guided Reading</li> <li>- Numeracy-SEAL</li> <li>- GIRFEC</li> <li>- Building Learning Power</li> <li>- Tracking and Monitoring (HT group to meet and discuss existing practice and next steps)</li> </ul>	HTs and coaches	June 2015	Additional HT meeting to form groups and identify coaches	HTs and coaches
	<p>Collaborative Groups to meet in cluster schools to:</p> <ul style="list-style-type: none"> <li>- Create an action plan identifying professional enquiry task</li> <li>- Share professional reading, identify action to be taken in own classrooms and how impact will be measured</li> <li>- Share findings with group members and identify next steps</li> <li>- Reflect on action taken and</li> </ul>	HTs, coaches and all staff	<p>Session 1 – 2.10.15</p> <p>Session 2 – 6.11.15</p> <p>Session 3 – 22.01.16</p> <p>Session 4 – 11.03.16</p>	<p>CAT x 4</p> <p>Feedback sessions x 2 either CAT/staff meeting as desired by individual school</p> <p>Time for HTs to meet</p>	

	<p>sum up personal learning using GTCS Professional Update</p> <ul style="list-style-type: none"> <li>- Throughout this process there will be opportunities for staff to feedback to their colleagues</li> </ul>				
<p><b>Evaluation</b></p> <p>To what extent did the Implemento process enhance practitioner enquiry?          To what extent has leadership capacity been increased across the cluster?          To what extent has practitioner enquiry improved learning and teaching?          In what ways has collaboration improved across the cluster and what is the impact?          To what extent has reflection on practice improved as a result of practitioner enquiry and collaborative working?</p>		<p><b>Evidence (How do we know)</b></p> <p>Sources of evidence: Classroom observations, professional dialogue, self-evaluation, pupil work, feedback, quality improvement procedures.</p> <p>Staff feedback sessions and questionnaires to include evaluation of:</p> <ul style="list-style-type: none"> <li>Implemento process</li> <li>Quality of action plans, evaluation of progress and next steps</li> <li>Practitioner enquiry</li> <li>Leadership development</li> <li>Collaboration</li> </ul> <p>Staff to identify relevant next steps for professional learning using GTCS standards.</p>			

Priority: Raising Attainment			2015 - 2016		
Area of Development 2: Raising attainment through improved early years pedagogy as detailed in “Building the Ambition” to provide excellent play and learning opportunities for children.					
School’s current position: As all three settings are building new teams and working together to establish very good early years principles and practice, “Building the Ambition” ( BtA) provides us with the guidance to put these principles into practice.					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources	Monitoring
Early Learning and Childcare to enable them to provide quality play experiences, a quality environment and quality interactions with children.	Staff to review “ Building the Ambition” document in preparation for Training Session 2 Staff to attend Authority led training on BtA sections 4 – Play and Learning 5 - Attachment 6 - What children need from Early Learning and Childcare	Staff  BtA Trainers	Sept 2015	Inset Day (half day session )	Staff/ PT/ HT  Discussion with staff. Staff knowledge of child development. Assessment observations Observation of activities and staff knowledge of learning linked with activity.
	Organise staff training session for further professional dialogue and actions for implementation around Section 4,5 and 6 of BtA. Include - What is quality play? (link to Tina Bruce 12 indicators of play) - Structure of the session to allow deep meaningful play to take place. - What is effective play and learning? – Staff to relate knowledge to own setting and link with self- evaluation grid. - Observation - Draw up guidance for staff on observation techniques and making quality observations. (Include activity – what is a quality observation?)	HT PT	Sept 2015	Inset Day ( half day session )  Use DVD footage from Ferre Laevers Training Materials, Community Playthings, BAECE and Education Scotland to support discussion and learning.  Reprographic costs	HT/PT/ Staff  Questionnaire Professional Dialogue with staff. Monitoring of observations made by staff.

	<p>Staff to review "Building the Ambition" document in preparation for Training Session 3.</p> <p>Staff to attend Authority led training on BtA sections 7 – Putting pedagogy into practice 8 - Key elements in a quality setting</p>	<p>Teachers</p> <p>Staff</p>	<p>January 2016</p>	<p>Inset Day ( half day session )</p>	<p>Staff/ PT/ HT</p> <p>Discussion with staff. Staff knowledge of child development. Assessment observations Observation of activities and staff knowledge of learning linked with activity.</p>
	<p>Organise staff training session for further professional dialogue and actions for implementation around Sections 7 &amp; 8 of BtA. Include</p> <ul style="list-style-type: none"> <li>- Product v Process experiences?</li> <li>- Role of the adult – questioning, scaffolding learning,</li> <li>- Creating a quality environment indoors and out.</li> <li>- Totality of learning environment indoors and out.</li> <li>- Promoting engagement, curiosity, creativity and language.</li> </ul>	<p>HT PT</p>	<p>January 2016</p>	<p>Inset Day ( half day session )</p>	<p>Staff/PT/HT</p> <p>Discussion with staff. Staff knowledge of child development. Assessment observations Observation of activities and staff knowledge of learning linked with activity. Observation of staff interaction.</p>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Are staff showing increased awareness of the link between play and learning?</li> <li>• Does nursery planning and Learner's Journeys evidence a clear focus on what children are learning through their play?</li> <li>• Do Learners Journeys show quality observations of children at play and link with their learning?</li> <li>• Does the learning environment support the development of process learning, creativity, curiosity both indoors and out. Does it engage children in play?</li> <li>• Do staff evidence in their practice, their knowledge of child development and what children need from adults?</li> </ul>		<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Nursery Planning documentation</li> <li>• Team Planning meetings</li> <li>• Professional dialogue</li> <li>• Assessment - observations</li> <li>• Observation of children at play in the learning environment</li> <li>• Observation of staff interaction with children</li> <li>• The learning environment</li> </ul>			

Development Tasks 2015- 16	Responsibilities
<b>LADYWELL NS</b>	
<p>Emergency Aid Training -Staff to attend refresher Emergency Aid Training( 2 Sessions ) delivered by Lowport Staff ( 1 Friday PM and additional time allocated from outstanding annualised hours)</p> <p>First Aid Training_ Awaiting confirmation of dates for full First Aider Training.</p>	HT and Clerical to organise dates.
<p>Staff development session (1 Friday PM) in “Creative Outdoor Learning“ organised at Jupiter Artland to develop staff creative thinking in outdoor activities.</p> <p>Revisit Outdoor Audit completed last year, identifying staff knowledge on Outdoor Play.</p> <p>Revisit “What is good outdoor play?” EYO and Teacher (LNS) to lead inset on good practice in outdoor play. ( 1 Friday PM )</p> <p>Staff to reorganise resources to facilitate a response to children’s spontaneous play, outdoors.</p> <p>Redevelop outdoor area and provision for appropriate quality learning opportunities</p>	<p>HT to organised session at Jupiter Artland.</p> <p>EYO and Teacher ( LNS) to lead “Good Outdoor Play Inset”</p>
<p>“Setting the Table” /Food Legislation - EYO to draw up four week nutritionally balanced snack menus</p> <p>Consult with children, parents and staff.</p> <p>Designate noticeboard area to share snack and allergen information with parents.</p>	EYO to lead on consultation and sharing information with staff.
<p>Progression Pathways -PT to lead on developing further the use of progression skills when planning and assessing children’s learning. (1 Friday PM)</p>	PT to lead staff development session
<p>Building Learning Power - Staff to attend BLP staff development session.(1 Friday PM)</p> <p>Teacher to lead staff in implementing strategies, identified in BLP, to develop children’s psychological characteristics to make them better learners. These will then be shared with parents through the Blog, a leaflet and Parents Forum</p>	HT and Cluster heads to organise inset session.
<p>Equalities - HT to deliver Equality training to staff at the beginning of term.</p>	HT to organise training
<p>Stages of Arithmetical Learning – staff development session to be organised led by Carolyn Brearley ( Inset Day )</p>	HT to organise training session.
<p>Domestic Abuse - Staff to attend Authority Conference on “Staying Safe” ( October Inset Day)</p>	HT and clerical to book places at conference.
<b>INVERALMOND EYC</b>	
<p>Emergency Aid Training -Staff to attend refresher Emergency Aid Training( 2</p>	HT and Clerical to organise dates.

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