Bathgate West Nursery School
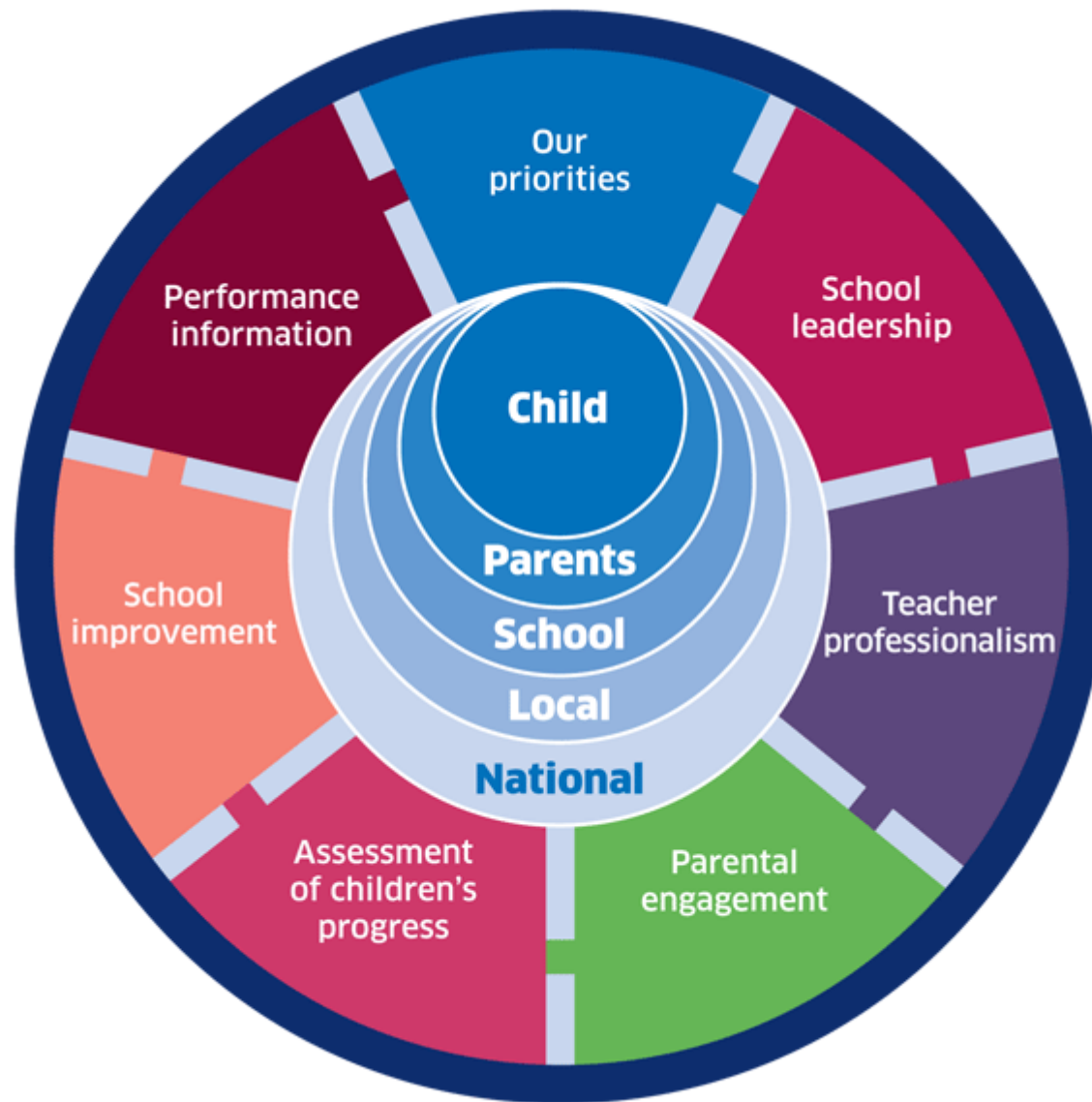# and
Balbardie Primary School

SCHOOL IMPROVEMENT PLAN

2016 / 2017

National Improvement Framework – Key Drivers

Factors Influencing the Improvement Plan

<u>**School factors**</u>
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

<u>Local authority factors</u>
Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Better 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 the gap
Increased entitlement to early years' provision

<u>National factors</u>
National Improvement Framework
'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
Single Outcome agreement
Building the Ambition
National Qualifications
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update

<u>Our Vision</u>

In Bathgate West Nursery and Balbardie Primary, we aim to create a learning environment where everyone is given the opportunity to **achieve**, **believe** *and* **celebrate**.

<u>Our Values</u>

- **RESPECT**

- **FAIRNESS**

- **TRUST**

- **PASSION**

Our Aims

- 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.

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

- To promote a climate of creativity and innovation, resulting in children having a positive and resilient approach to learning and challenge.

Session	Area for Improvement	Strategic Plan (Three Years)
		Outcomes
2015/2016	Raising Attainment – Curriculum development of Social Subjects, Sciences and Technologies	• Staff are using the design principles to support professional practice in the planning and delivery of Social Subjects, Sciences and Technologies • Staff use a range of assessment approaches and moderation activities to gather evidence of children's learning in all aspects / organisers of Social Subjects, Sciences and Technologies, ensuring that all children are attaining and achieving to their potential • Significant aspects of learning are used to consistently to focus on 'how much' and 'how well' learners are progressing and achieving
	Raising Attainment – Meeting the needs of all and addressing the 'attainment gap'	• Effective differentiation in all classrooms and learning environments is meeting the needs of all learners • Diagnostic assessment information is being analysed and used effectively to identify able pupils, and appropriate interventions are being implemented to challenge them in their learning • Develop a consistent approach to identifying and setting individual targets to meet the needs of individuals
2016/2017	Excellence through raising attainment and achieving equity – Self-evaluation for self-improvement	• Improved approaches to collaborative working and stakeholder involvement in school improvement • Improve shared understanding of CfE levels through effective and collaborative moderation of standards • Intelligent analysis of quantitative and qualitative information informs planning for learning and identifies appropriate universal and targeted interventions
	Excellence through raising attainment and achieving equity – Learning Provision	• Variety of pedagogical approaches and effective learning environments are conducive to high quality learning all of the time • Development of family learning programmes through the implementation of growth mindset and creating confident kids • Children's attainment in maths is increased and pupils demonstrate an increased positive approach to learning in maths
2017-2018	Excellence through raising attainment and achieving equity – Self-evaluation for self-improvement	• Thematic approaches to self-evaluation for self-improvement enhance learning and teaching practices and approaches to cross-curricular, inter-disciplinary and discrete subject teaching
	Excellence through raising attainment and achieving equity – Learning Provision	• Profiling and reviews of learning support children in identifying and addressing next steps in learning • Family learning programmes increase parental engagement in pupil profiles and provide families with programmes to support children's learning at home

Priority: Excellence through raising attainment and achieving equity					
Area for development: Professional engagement, collegiate working and family learning programmes lead to improved learner engagement and resilience, effective use of assessment and increased attainment in maths and numeracy					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?

Pupils, staff and parents are more engaged in the process of validated self-evaluation to support improved outcomes for learners in numeracy	• Plan a cluster VSE model to evaluate the extent to which we have achieved our outcomes • Engage parents (focus groups / surveys) in identifying supports for improving numeracy outcomes for children	Cluster HTs HT and Chair PC	Feb '17 Nov '16	Time from own schools Groupcall charges	Cluster HT group at meetings Parent Council meetings
Variety of pedagogical approaches and effective learning environments are conducive to high quality learning all of the time Effective differentiation provides pace and challenge for all pupils	• Introduce and implement enhanced progression pathways, incorporating SEAL approaches, for Early, First and Second Levels • Develop 3rd level progression pathway in liaison with Bathgate Academy • Provide maths recovery training for identified staff • Engage staff in professional reading, research, discussion and observation of effective pedagogy in maths	All staff Cluster Numeracy champions HT/DHT	August '16 onwards March '17 Aug '16 onwards	Working group time to evaluate Primary and Acad 0.1 member of staff WTA slots	HT and DHT Cluster HT group DHT – collated responses
Enhanced opportunities for assessment and moderation support teachers to make confident judgments about achievement of Curriculum for Excellence levels in Numeracy Robust tracking and monitoring informs planning for children's progress to raise attainment for all Children's attainment in maths is increased and pupils demonstrate an increased positive approach to learning in maths	• 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 • Implement online Learners' Journeys (N-P4) and Didbook (P5-P7) to share and showcase children's progress and achievements in maths	Cluster HT HT All staff Line managers All staff with line managers Pilot group of staff	May '17 June '17 Aug '16 May/June '17 Oct '16 Dec'16	Agreed 4 Cluster CAT from WTA Departmental meeting time Planning meeting time Planning meeting time £? Cost to be identified / CAT sessions	Cluster HT group Line managers minute HT record whole school overview Planning meeting minutes / Support for Identified interventions
Our children are more confident and resilient in their attitude to learning Parents/carers are better equipped to support children's learning	• Provide 'Confident Staff, Confident Children' training for teaching and support staff • Engage an identified group of parents/families in 'Raising Children with Confidence' training • Re-structure Shared Starts for P1-P3 parents, including information sessions for parents • Develop and share pupil/parent friendly curriculum progressions	DHT DHT and Ed Psych DHT / P1-3 staff HT and Chair PC	Jan '17 Jan '17 Oct '16 Oct '16	CAT and CLPL time Facilities in community? Materials for parents Materials for parents / print costs	HT / evaluations HT / evaluations DHT / evaluations HT / evaluations

Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)

1.1 How effective are we at ensuring an inward, outward and forward focus in our evaluation and improvement activities?

1.2 What strategies are we using to develop resilience and confidence in our learners to lead their own and others' learning?
How confident are we at building on individual skills and interests which lead to

Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)

• QI calendar and evaluative summaries – programmed on Management and Leadership calendar
• Planning and Attainment meetings – 5 per session with SLT and stage partners (dates in annual calendar)
• Staff professional learning enquiries ……..
• Staff undertaking Introduction to Leadership and Management course and school impact

improvements for children? **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?* **2.3 How confident are we that learners experience activities which are varied, differentiated, 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?* **2.3 How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support improvement of children's learning?** *How well does the information we gather about children's progress inform our planning and improvement?* **2.5 Are outcomes for children improving as a result of their participation in family learning? How do we know?** **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?* **3.2 How well are we removing barriers to learning and ensuring equity for all?** *In what ways do we ensure children are making progress across all aspects of their learning and development?*	• Staff engagement in professional reading programme and dialogue (5 sessions on calendar) • Evaluations of Cluster initiatives (on school CAT calendar) • Observations of learning and teaching (including work sampling and pupil focus groups) • Peer support observations and professional discussions • Tracking and monitoring of teacher judgement (CfE achievement of levels) at Planning and Attainment meetings • Analysis of CEM Adaptive Testing Information (including attitudes to learning) May/June • Analysis of Decile 1 and 2 attainment information (teacher judgement and CEM) May/June • Tracking parental engagement with online Learners' Journeys and Didbook

Bathgate West Nursery and Balbardie Primary School – Plan for Additional Tasks

Additional Tasks	Responsibilities	SLT Point of contact

• Engage and implement key features of 'Building the Ambition' 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
• 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
• School Ethos and Pupil Voice – further develop the use of BBB, WNN and Floorbooks to shape the work of the school. BBB focus 1 Maths and attitudes; 2 Our playground; 3 Our Curriculum (do our children 'see' and 'feel' our rationale?)	SIP Sub Group	HT
• Fully implement AAL strategy and principles in P5-P7 and continue to monitor the effectiveness of digital technologies in supporting learning across school	SIP Sub Group	HT and PT
• Develop Outdoor Learning across school based on current good practice identified locally and nationally	SIP Sub Group	PT Nursery and DHT
• Introduction of Online Learners' Journeys in N-P4 and further development of Didbook P5-P7 to increase pupil and parental engagement in the learning process	All staff	PT Nursery, DHT (P1-P4) and HT (P5-P7)

In addition, all staff will take on curriculum development roles through a *distributed leadership model*.
All staff maintain an improvement plan impact folder to demonstrate ways in which they are changing and improving classroom practice in light of the improvement plan. Outcomes and changes to pupil learning experiences can be demonstrated in the folder through the use of jotter extracts, feedback from pupils, digital photographs, etc. The inside cover of the impact folders summarises the main improvement projects and gives staff guidance on the evidence they may include to demonstrate improvements.
All staff work within the agreed national standards of GTCS and SSSC.