BANKTON PRIMARY SCHOOL

Improvement Plan
Session 2016 / 2017

Striving for Excellence in Learning and Teaching

School Engagement with the National Improvement Framework

Next Steps

Factors Influencing the Improvement Plan

School factors
- Improved mechanisms within the Working Time Agreement to embed Collegiate Working for curriculum development and moderation
- Leadership of Cluster Professional learning Groups from Bankton
- Management of staff maternity and shared paternity entitlements
- Review of Nursery 600 hrs arrangements to continue to improve seamless early education and childcare
- Further development of Professional Update approach to continuous professional development through staff Action Enquiry / Small Test of Change
- Further development of a play strategy for pupil wellbeing in the playground
- Building on improvements in family learning and engagement

Local authority factors
- *Moving Forward in Learning*
- Continued input to and output from WLC Workstreams within Education
- New Primary Head of Service
- Corporate Plan
- Revised ASN Strategy – Inclusion and Wellbeing Forum
- Integrated Children's Services Plan (Life Stages)
- Education Services Management Plan
- Extension of increased entitlement to early years flexible 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)
- 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 vision is for Bankton Primary School to be the heartbeat of the Dedridge Community, providing rich and exciting learning experiences for all. To be recognised as a school which values wider achievement and has high expectations and aspirations.

Our Values

In Bankton Primary School we live our values of **Respect, Inclusion, Honesty and Integrity** on a daily basis. These values are at the heart of all we do.

Our Aims

1. Learning and Teaching
We aim to provide learning experiences which are challenging, motivating and have high expectations for all
We aim to deliver a broad, balanced range of experiences in a variety of different learning contexts, both in the classroom and in the wider outdoor environment
We aim to help all pupils progress in their skills development and build on their prior knowledge and understanding

2. Vision and Leadership
We have a collective vision which takes account of the views of all stakeholders, a vision which puts children and their needs at the heart of all we do
We work within a collegiate and collaborative culture to develop our collective vision and drive the school forward
We are committed to the development of leadership at all levels through pupil and staff roles and responsibilities

3. **Partnership**
   We strive to find innovative ways to involve parents as partners in their child's learning journey
   We work in positive partnership with outside agencies to meet the needs of pupils across all stages of school, welcoming their advice and valuing their input
   We aim to develop strong links and partnerships with businesses and the wider community to make learning relevant to real life contexts for our pupils

4. **People**
   We aim to support each child's particular skills and talents by providing opportunities for personalisation and choice in learning
   We aim to support the potential of each member of staff through quality staff development opportunities and a culture of collaboration
   We aim to make every individual within the Bankton Learning Community feel valued through the celebration of wider achievement

5. **Culture and Ethos**
   We aim to develop a culture of trust and mutual respect, where everyone feels they have an important role in driving the school forward
   We aim to maintain a culture of inclusion and equality by 'getting it right for every child' and working in positive partnership with outside agencies to achieve this
   We aim through the celebration of positive behaviour to maintain a strong ethos of learning in all of our classrooms

Session	Area for Improvement	3 Year Strategic Plan Outcomes
2015/2016	Raising Attainment –	• **To further develop the totality of the curriculum**
	Raising Attainment -	• **To further develop assessment procedures and practices**
2016/2017	Excellence through raising attainment and achieving equity –	• **To raise attainment and close the gap ensuring equity for all pupils** • Review Numeracy programmes and frameworks across all stages of the school to embed SEAL • Introduce Number Talks as a strategy for visible thinking • Develop Growth Mindset in Maths • Review differentiation in Numeracy / Maths • Embed digital learning in Numeracy • Develop and extend moderation practices in Numeracy by blocking the SALs • Develop Family Learning and Personalised Support in Numeracy for those who need this • Develop Home Learning Packs with individualised approaches Introduce Making Thinking Visible to ensure pupils can verbalise their thinking through thinking routines.
	Excellence through raising attainment and achieving equity –	• **To develop nurturing schools practices to improve the health and wellbeing, confidence and resilience of all learners** • Continued commitment to Nurture provision and alternative curriculum approaches for those who need this • Review of effectiveness of ready, Steady, Go Programme • Embedding quality outdoor learning across the curriculum • Nurturing the Environment – Staff leadership of John Muir Award Accreditation • Staff to lead curricular development in H&WB to focus on mental wellbeing, resilience and confidence building • Introduce the ICE pack resource to ensure breadth & depth of learning in H&WB • Consolidate the commitment to physical wellbeing through the daily mile and extension of After School Provision • PT to lead accreditation in the Sports Award • Extend opportunities for celebration of wider achievement

| 2017-2018 | Excellence through raising attainment and achieving equity – | • **To review and self evaluate the totality of the curriculum to include Learning for Sustainability, Enterprise (using Education Scotland self evaluation tool-kit for Enterprise) and Global Citizenship.** |
| | Excellence through raising attainment and achieving equity – | • **To further develop assessment procedures and practices to embed moderation and tracking and monitoring practices and extend exemplification of learning** |

Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY
Area for development:
To raise attainment in Numeracy and close the gap ensuring equity for all pupils

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
Pupils across all stages of the school will further develop their confidence and engagement with numeracy and maths skills	Teacher learning community set up in school to review numeracy & maths frameworks to include SEAL Introduction of Number Talks as an integral part of Numeracy & Maths lessons to increase pupil confidence through visible thinking strategies Number Talks to be utilised as an intervention strategy with identified ASN pupils and their parents.	**All staff** **DHT / All staff** **SFL teacher / Parents**	**Sept – May** **June to beg. In Aug** **October – March**	**Additional SEAL resources where identified** **Number Talks books x 3** **Number Talks Home learning Packs**	**Numeracy observations identified in the year calendar in Term 1 & Term 3.** **Quality Assurance and Learning Walks to share good practice** **Parents to evaluate with DHT / SFL teacher in March**
All pupils are able to verbalise their thinking during Maths and Numeracy lessons	Introduce Making Thinking Visible approach to extend pupils' use of thinking routines to Maths and Problem Solving contexts	**HT / all staff**	**Aug - June**	**Making thinking visible books / CDs x3**	**Evaluate during observations in Term 1/3**
Pupils across all stages will develop a 'can do' positive attitude to numeracy and maths	Teacher learning community set up to improve Growth Mindset in Maths using research from Jo Boaler to improve pedagogy. Staff to engage in practitioner enquiry / small test of change to evaluate impact	**All staff**	**Sept - May**	**Growth Mindset in Maths by Jo Boaler x3**	**Staff involved to survey baseline views and evaluate with pupils and parents**
Staff will work with partners in innovative ways to close the gap	All TLCs to identify areas of development for input / evaluation from the Educational Psychologist using improvement methodology and research	**Ed Psych**	**Sept**	**Action Research Articles**	**Ed Psych to lead evaluation through staff dialogue**
All pupils will make	Staff to review differentiation in Maths using the work of	**All staff**	**Aug –**	**Shirley Clarke**	**Differentiation to**

appropriate progress from prior levels of attainment	Shirley Clarke to support this (Mild, Spicy, Hot Challenge). Staff to adopt 'small test of change' methodology		**June**	**– DVD + Books X3**	**become a major focus of each numeracy observation.**
	Further embed digital learning in Numeracy through a whole Cluster approach to numeracy challenge using SumDog. Staff to share digital resources and explore digital home learning challenges.	**PT /staff / Parents / Pupils**	**Aug – June**	**Whole school use package for SumDog / Mathletics**	**Evaluate impact as part of SLT learner conversations in Term 2 & Term 4**
Staff and pupils will develop a shared understanding of standards and expectations of secure learning within a level	Teacher Learning Community to further extend moderation practices in numeracy and consider collection of quality evidence through 'blocking' the SALs	**Staff**	**Sept - May**	**In house resources**	**Whole staff evaluation of moderation and evidence gathering processes**
	Pupils will develop a better understanding of what matters most in their learning through learner conversations using child friendly SALs	**All pupils / all staff**	**Aug – June**	**Child Friendly SALs**	**Evaluate impact as part of SLT learner conversations in Term 2 & Term 4**
Parents and Carers will develop a better understanding of standards and expectations of secure learning in Numeracy	Standards and expectations will be shared with families in a variety of ways: Exemplified Learning Wall Displays Curriculum Evenings Drop-in sessions on aspects of Numeracy	**All staff / parents**	**Sept – May**	**Home Learning Packs for individualised needs**	**Evaluation with parents**
Family Learning strategies will further engage parents in their children's learning	Staff will introduce PATPAL events during the school day on the themes of: I Count / I Solve / I Spend and Save A Family Learning Festival with a Numeracy focus will be held in February to extend the PATPAL approach	**Staff / Pupils / Parents**	**Sept – May Festival in Feb**	**Strategy Booklets for I Count / I Solve / I Spend**	**Evaluation of the Festival**

Evaluation	**Evidence**
• **How well do we create collaborative conditions for staff to learn from and with each other through critical enquiry? Are we maximising all opportunities available to support peer collaborative learning? Q.I. 1.3** • **How effective are our approaches for planning for continuous improvement/ How do we ensure a continued focus on improvements in outcomes for**	**Staff use GLOW and YAMMER to share resources and approaches to improve outcomes for learners through collaboration within Teacher Learning communities** **Teacher Learning Communities build in the 3 key self - evaluation questions to their work in practitioner enquiry. Learner engagement and**

learners? Q.I. 1.3	confidence in Numeracy and Maths grows as a result of focused next steps in planning, assessment and evaluation
• To what extent does our curriculum in maths and numeracy promote equity and raise attainment for all children and young people? Q.I. 2.2	Tracking and Monitoring of focus groups ensures the effectiveness of improved learning & teaching strategies and methodology
• How well do our questioning strategies enhance the learner's experience and enable higher order thinking skills? Q.I. 2.3	All pupils demonstrate visible thinking strategies to evidence their understanding in numeracy
• Do staff consider whether their learning, teaching and assessment approaches meet the needs of all learners? Q.I. 2.4	Through collegiate moderation and professional dialogue, staff share effective strategies for learning, teaching and assessment
• How good is our understanding of differentiation? Do staff and partners use a range of approaches that meet the needs of all learners?	All learners are engaged, motivated and making progress from prior levels of attainment. Staff share ideas and strategies for effective differentiation
• How well do we deploy a variety of innovative and creative approaches, including digital technologies? Q.I. 2.3	Digital technologies are embedded in Numeracy and Maths lessons, motivating and engaging learners through development of mental strategies
• Are outcomes for children improving as a result of family learning? How do we know? Q.I. 2.5	Evaluations of family learning events show that barriers to learning are reduced.

Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY					
Area for development: To improve outcomes for all learners through the development of nurturing schools practices to improve the health and wellbeing, confidence and resilience of all learners					
Desired Outcome	**Implementation Process (Actions)**	**By whom?**	**Time Scale**	**Resources / Costs / Training needs**	**Monitoring by whom ? how?**
All pupils' needs in health and wellbeing will be identified, tracked and met through a whole	• All staff will engage with the GIRFEC tracking tool to identify and track pupils' needs in health and wellbeing	All staff	Sept – Mar		Tracking tool to identify vulnerability and ensure appropriate intervention
	• Pupils to track and profile the development of social / emotional wellbeing through class wellbeing Floorbooks	All pupils	Aug - June	Floorbooks x 14	Evidence of positive skills development in H&WB

school commitment to inclusive, nurturing practices	• Introduce visible thinking routines to increase pupil confidence in learning across the curriculum	**HT /All staff / pupils**	**Aug - June**	**Making Thinking Visible x3**	**Q.A. focus / Focus for SLT Learner Conversations**
	• Practitioner enquiry to address classroom culture for positive health and wellbeing	**Liesel Harvie**	**Sept**		**Evaluation by staff. Peer observation focus – Term 2**
	• Staff development on Nurturing Classrooms				
	• All staff to embed the Inclusive Classroom Checklist in everyday practice	**SFLT / all staff**	**Aug - June**	**Inclusive Classroom Checklist**	**Evaluation by SFLT through observations**
Pupils will develop greater confidence and resilience through improved breadth and balance in the Health and Wellbeing Programme	• Teacher Learning Community set up to lead the Emotion Works Programme to focus more closely on mental wellbeing, confidence and resilience	**ES / NH TLC**	**Aug – June**	**ICE Pack Planners / H&WB self-evaluation toolkit**	**SLT to work with staff to ensure breadth & depth of learning**
	• ICE Pack, Knowing Me, Knowing You Pack introduced to Improve skills development in personal wellbeing and develop transferrable skills for learning, life and work	**All staff**	**Aug – June**	**Knowing Me, Knowing You x2**	**Baseline Views surveyed / termly evaluation of impact**
	• Skills in Personal Wellbeing are an integral part of the profiling process	**All pupils**	**October – March**	**In house profiling resources**	**Profiles show evidence of improved personal wellbeing skills**
	• Growth Mindset to be embedded across the curriculum		**Sept – Mar**	**Variety of Growth Mindset Books / visual material**	**Parents evaluations show some understanding of GM**
	• Staff will share aims in Growth Mindset / Emotion Works through a PATPAL morning for parents	**All staff / pupils / parents**			
Pupils will experience more positive transitions towards effective citizenship through the development of social and emotional learning skills	• P.7 pupils develop skills and qualities for successful transition	**P.7 pupils / staff**	**Jan – June**	**ICE Pack planner**	**Secondary staff, pupils and parents evaluate a positive transition**
	• All pupils, from the earliest stages develop skills of Citizenship	**All pupils**	**April – June**	**Display board / maps/ photographs / digital links**	**All pupils develop improved understanding of, and are committed to, Global Citizenship**
	• Global citizenship links are established through the British Council	**RRS co-ordinator**			
	• P.7 pupils to develop a better understanding of transferrable skills for work by organising a Careers Forum, involving parents and business people	**P.7 pupils**	**May**	**In-house preparation of signs / banners**	
		All staff	**Aug –**	**Visual**	**Pupils show respect**

Pupils will develop more positive attitudes towards themselves, their family, each other and towards the environment through values education	• All pupils and staff to engage with values education skills by embedding the new Values programme, created by the Cluster RME Professional Learning Group • Staff and pupils to work in partnership with the chaplaincy team to prepare class assemblies throughout the year within a values context	**and pupils** **Chaplaincy Team**	**June** **Aug – June**	**Resources / Pupil designed signs to illustrate values**	**for others and can confidently discuss and exemplify the impact of values in their every day life**
Pupils will develop more positive attitudes, habits and practices in physical health and wellbeing	• All staff to consolidate the commitment to physical wellbeing by embedding the daily mile and ensuring all pupils experience 2hrs of quality physical education per week • All pupils engage in a wider range of sporting activities and personal achievement in sport is recognised and celebrated through the Sports Award accreditation process	**All staff** **PT / all staff / all pupils**	**Aug – June** **Aug – June**	**Sporting Excellence Display materials**	**Physical wellbeing increases motivation and readiness for learning. There is an increase in the number of pupils who engage with after school clubs and activities**
All pupils will enjoy quality social / emotional interactions with their peers through positive play experiences in the playground	PSWs to engage with the School Learning Community focussing on the Playground to build Emotion Works Strategies into playground practice • Further training for PSWs on Emotion Works to improve emotional wellbeing • Pupils at all stages will have opportunities to collaborate with others through quality outdoor learning experiences	**PSWs / ES / NH** **All pupils**	**Sept – Mar** **Aug – June**	**Additional loose play materials** **PLG Outdoor Learning Pack**	**Pupils are more engaged with others in positive interactions in the playground** **Pupils are engaged in quality collaborative learning outwith the classroom**
Pupils develop a positive, nurturing attitude to the outdoor environment	• Pupils and staff at P.7 lead engagement with the John Muir Award • Staff and pupils gather and share evidence of engagement in the accreditation process through a John Muir / Outdoor learning Blog	**P.7 staff and pupils** **All staff / pupils**	**Sept - March**	**Outdoor Learning Blog**	**Pupils develop positive actions, skills and attitudes to the outdoor environment with evidenced impact**

Evaluation

- **How well do staff understand their role and responsibility in supporting learners' health and wellbeing? Q.I. 3.1**

- **How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included? Q.I. 3.1**

- **Have we successfully established an inclusive learning environment? How do we know? Q.I. 3.1**

- **To what extent are all children and young people supported so that both their learning and social and emotional needs are addressed? Q.I. 2.6**

- **To what extent do transition arrangements offer children and young people opportunities to learn about change in a positive way? Q.I. 2.6**

- **How well do we use our community and spaces to deliver high-quality outdoor learning? Q.I. 2.3**

- **How well do we utilise accreditation where appropriate to recognise and celebrate achievement? Q.I. 3.2**

Evidence

Classroom Culture is based on positive relationships with nurturing approaches and mutual respect

Pupils are confident, positively engaged in learning, and show positive attitudes to all aspects of Health and Wellbeing

The inclusive classroom checklist is embedded in all classes, evidencing that all learners' needs are met appropriately

Pupils at all stages, but particularly at P.7, are well prepared in every way to make a positive transition

Pupils are engaged in outdoor learning across the curriculum, impacting positively on their environment

Commitment to the accreditation process increases pupils' pride in their collective achievements

Plan for Additional Tasks

Additional Tasks	Responsibilities	SLT Point of contact
• Incorporate a highlighted outdoor activity in plans. Add Outdoor Learning to Annual Planners	All Staff	
• Implement the new social studies planning trailsand skills progression pathways. Monitor and evaluate	All Staff	
• Develop the use of sketch books to improve confidence in art skills	All Staff	
• Explore and introduce a values programme in partnership with pupils and parents	All Staff / Pupils / Parents	
• To continue to develop Family Learning across the Cluster including parent support materials and a family learning event	SFL PLG Staff	
• Include different aspects of technologies in a meaningful way in annual planners		
• Lead and monitor the use of Floorbooks across		

BANKTON PRIMARY SCHOOL NURSERY CLASS

Nursery Improvement Plan
Session 2016 / 2017

Striving for Excellence in Learning and Teaching

Priority: RAISING ATTAINMENT ENSURING EQUITY					
Area for development: Self-Evaluation for Self Improvement – Collaborative approaches to Self-Evaluation; Analysis and evaluation of intelligence and data					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
1. Pupils, staff and partners are more engaged in the	• Devise a planned programme for the cluster teaching and learning community to use collaborative approaches to evaluate the quality of learning and	PLG DHT and	August 2016 start Updates	CAT sessions PLG Observations	SLT Nursery Team

process of validated self-evaluation to support improved outcomes for learners in numeracy	teaching in the nursery: ➤ **Assessment and moderation opportunities** ➤ **Understanding significant aspects of learning** ➤ **Data analysis** ➤ **Professional dialogue** ➤ **Nursery observations:** ➤ **Use of QI Frameworks** ➤ **Conversations with learners, teachers, parents and partners.**	**Nursery Team**	**throughout the year based on school improvement planning cycle**	**and moderation HGIOELCC**	
2. Increased confidence from earliest stages of nursery in Literacy	➤ **Work with partners (SLT, Ed / Psych) in innovative ways to focus on Vocabulary building and early Literacy** ➤ **Re-introduce story sacks as a home-school link** ➤ **Grannies into Nursery Project as part of a weekly reading focus** ➤ **Participate in and extend approaches to the Big Bedtime Read**	**SFLT / Ed Psych** **Families** **Nursery Teacher**	**October – March** **September – December** **January**	**Small test of change training**	**SLT** **Benchmarking of development of vocabulary and early literacy developments – whole team**
	➤ **Prepare help sheets with additional focus on questioning in stories / building vocabulary and the need for early rhyming** ➤ **Ensure Parent messages about Early Literacy are displayed throughout** ➤ **Introduce Vowel House and Colourful Consonants in the Reading Corner for children who are ready for this**	**Nursery team** **DHT**	**January – June** **January – June**	**Vowel House training**	**SLT – Observations with a literacy focus**
3. Increased Parental Engagement	➤ **Extend training for vowel house to Nursery Nurses** • **Devise a planned programme of events for nursery parents to take part in, including:** ➤ **Information session in September on the role of the nursery and how they can help at home** ➤ **Share planning process with parents and ask for input** ➤ **Come and Play week** ➤ **Begin On-line Learner Journals** ➤ **Sessions on Literacy and Numeracy at the Nursery level throughout the year** ➤ **PEEP groups**	**Nursery Team** **Hazel Rae, Nursery Nurse**	**August – June** **August - June**		**Innovative evaluation approaches – wishing tree – focus sheets – post-it walls** **DHT to observe and monitor**

Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)	Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)
1. **How well is evidence from self-evaluation being used to drive forward change?** **How well do we involve all stakeholders in self-evaluation activity?** **How effectively do colleagues work together to moderate standards?**	➤ **Quantitative data is gathered and analysed** ➤ **People's views gathered through surveys, focus groups, ongoing professional dialogues and learning visits**

How do we know that the changes we have made have improved outcomes for learners? **To what extent have we ensured that the learner is at the centre of our SE activity?**	➢ **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** ➢ **Significant aspects of learning are consulted to inform judgements**
2. **In what ways do we share the purpose of our curriculum with parents, practitioners and partners? What difference does this make to our practice?** **How do practitioners challenge and support literacy and vocabulary development with young children?** **How do they engage with discussion and what examples are there of this working well in practice?** **How do we know that all children are making good progress in their learning in Literacy? What information do we already have and what do we still need to find out?** **How well does the information we gather about children's progress inform our planning and improvement.?**	➢ **Evidence from Parent Support leaflets** ➢ **Big Bedtime Read Evidence** ➢ **Plans for Small Test of Change** ➢ **Observation evidence** ➢ **Online Journals – evaluative statements** ➢ **Child Friendly Significant Aspects Evidence** ➢ **Nursery responsive Planning Wall**
3. **How well do we know our children and their families? How do we use this knowledge to help children progress in their learning?** **What arrangements are in place to ensure all children and their parent / carer have regular discussions with their keyworker to review their progress and plan what they learn next?** **In doing so, what difference does this make to children's learning and development?**	➢ **Focus groups for skills development** ➢ **Families involved in PEEP** ➢ **Online Journals – Parent / Child Conversation Input** ➢ **Home-school bedtime read diaries**

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**	**Early Level staff**	**DHT**
• **Introduce and engage with On-line Learner Journals**	**Early Level Staff**	**P1/2 Class Teacher and DHT**