



St. Mary's Primary School



St. Mary's Primary School
Bathgate

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
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 School Vision, Values and Aims 2015-16

In session 2014-15, pupils, staff, parents and partner agencies worked collaboratively to develop a new vision, values and aims. This is central to the life and work of the school:

Our vision is to work together in a positive environment of love, faith, respect and friendship.

We are always striving for excellence, to be the best we can be!

Our aims are our stepping stones towards our vision.

Our school community work together to:

- show love and respect for God, ourselves, others and the world we live in
- grow in faith by participating in liturgy, Sacraments, prayer and worship and by trying to live like Jesus every day
- create a happy, caring, honest and friendly environment where everyone is valued and supported
- share high standards of welfare, care, behaviour, achievement and attainment. We celebrate success!
- achieve the best outcomes for every child, in all areas, through positive partnerships
- understand and forgive each other, as well as celebrate our differences

Three Year Strategic Plan		
Session	Area for Improvement	Outcomes
2015/2016	Improvement through self-evaluation	<ul style="list-style-type: none"> • Develop a robust school and cluster framework for self-evaluation
	Curriculum design	<ul style="list-style-type: none"> • Focus on the quality of our curriculum across all levels to meet the needs of all learners • Improve the quality of curriculum programmes and courses in expressive arts, 1+2 language and HWB
2016/2017	Improving wellbeing, ensuring equity and raising attainment through high standards, positive, nurturing and appropriately challenging relationships	<ul style="list-style-type: none"> • The children will benefit from improved approaches to learning and teaching which have a positive impact on our climate and culture, including Growth Mindsets, Philosophy for Children • Attainment, achievement and the quality of the learners' experience will be improved through agreed standards and expectations, including nurture, restorative approaches and mindfulness • Improved SfL policy and practice will enhance opportunities for equity and narrow the attainment gap
	Raising attainment and ensuring equity by improving the quality of learning, teaching and assessment	<ul style="list-style-type: none"> • Raising attainment for all through a renewed focus on developing literacy and numeracy skills • Learners' have an accurate understanding of their learning and next steps and can engage in meaningful learning conversations • Attainment, achievement and the quality of the learners' experience will be improved through agreed standards and expectations related to consistent and effective learning, teaching and assessment • Learners' experiences will improve through collegiate planning for learning, teaching and assessment • Improve moderation of standards across levels within school, in partnership with cluster colleagues.
2017-2018	Raising attainment by Getting It Right For Every Child	<ul style="list-style-type: none"> • Embed practice in: <ul style="list-style-type: none"> ➢ Named person approaches ➢ ASN cluster model ➢ Nurturing school ➢ Challenging the more able and narrowing the gap
	Raising attainment by improving our curriculum, learning, teaching and assessment	<ul style="list-style-type: none"> • Embed new planning, assessment and moderation • 1+2 languages – introduce 2nd additional language • Further develop outdoor learning • Further develop IDL and ensure consistency of approach

Key:

Excellence

Equity

Excellence and equity

Priority: RAISING ATTAINMENT ENSURING EQUITY					
Area for development: Improving wellbeing, ensuring equity and raising attainment through high standards, positive, nurturing and appropriately challenging relationships					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
<p>The children will benefit from improved approaches to learning and teaching which have a positive impact on our climate and culture</p> <p>Attainment, achievement and the quality of the learners' experience will be improved through agreed standards and expectations across all the life and work of the school</p> <p>Improved SfL policy and practice will enhance opportunities for equity and address the attainment gap</p>	<ul style="list-style-type: none"> • Link with Educational Psychologists to build capacity of staff • In-service Day launch - Growth Mindsets • Training for staff - Philosophy for children • Further development of nurturing school, restorative and mindfulness approaches • Develop use of practitioner enquiry for all teachers • Staff will take part in peer observations and learning walks as a way of sharing good practice and building capacity • Develop set of standards for St. Mary's: care and welfare • Launch, implement and evaluate revised SfL and Inclusion policy 	<p>Ed Psych All staff DHT All staff</p> <p>Ed Psych / lead learner & CTs CTs</p> <p>All staff</p> <p>SfLC & all staff</p>	<p>On-going Oct in-service January 2017 On-going</p> <p>June 2017 On-going</p> <p>Dec 2016</p> <p>Oct / June 2017</p>	<p>Ed Psych- training Ed Psych- training DHT – training CA Forbes & J Ions training Ed Psych & lead learner training</p> <p>J McCrory - training</p>	<p>SLT SfLC</p> <p>Class teachers through collaborative working and professional dialogue</p>
Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)			Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)		
<ul style="list-style-type: none"> • How well does our learning environment build on positive, nurturing and appropriately challenging relationships which lead to high quality learning outcomes? • How do we know that the changes we have made have improved outcomes for learners? • How do we know that our professional learning is improving outcomes for learners? • How does practitioner enquiry forms a regular feature of approaches to continuous improvement? • How well do we create collaborative conditions for staff to learn with and from others? Are we maximising all opportunities available to support peer collaborative learning? • How well do we remove barriers to learning and ensure equity for all? • How well are our approaches to raising attainment improving outcomes for our learners? 			<ul style="list-style-type: none"> • Our vision, values and aims is evident within the school • Shared standards and high expectations in action • Nurture and restorative approaches evident throughout the school • Qualitative data is gathered and analysed regarding Growth mindsets and Philosophy for Children • Teacher action plans and evaluations show improvements in practice through Practitioner Enquiry • Higher quality of professional dialogue • Evidence of peer observations making an impact on learning and teaching • Targeted support shows improved outcomes for children (in school and with partners) • Effective child's plans / IEPs/ relationships with families • Quantitative data is gathered and analysed including standardised testing, professional judgement which targets appropriate intervention • All stakeholders' views gathered through self-evaluation: surveys, questionnaires, focus groups, ongoing professional dialogue and learning visits • Direct observations of practice are focussed on agreed criteria and shared understanding of their purpose. Feedback is summarised to support self-evaluation • QI frameworks are used - QIs and challenge questions are selected against which evaluation takes place • Quality assurance – class visits, planning meetings, sampling children's views through focus groups etc. show children are being challenged appropriately and working at the correct level • Views of staff and pupils through self-evaluation show improvements within identified areas of the curriculum 		

Priority: RAISING ATTAINMENT ENSURING EXCELLENCE					
Area for development: Raising attainment and ensuring equity by improving the quality of learning, teaching and assessment					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
<p>Raising attainment for all through a renewed focus on developing literacy and numeracy skills</p> <p>Learners' have an accurate understanding of their learning and next steps and can engage in meaningful learning conversations</p> <p>The quality of the learners' experience will be improved through agreed standards and expectations</p> <p>Learners' experiences will improve through collegiate planning for learning, teaching and assessment</p> <p>Improve moderation of standards across levels within school, in partnership with cluster colleagues.</p>	<ul style="list-style-type: none"> Ensure a more structured and consistent approach to literacy and numeracy throughout the school Further develop planning and assessment to incorporate benchmarks Continue to develop formative assessment (AfL) so that there is consistency for all learners in all curricular areas Develop set of standards for St. Mary's: learning, teaching and assessment Further develop skills in data analysis, tracking and monitoring which are focused on improvement and attainment. Provide opportunities for professional development, collaborative planning and moderation within and across levels to increase teacher confidence and provide a clear understanding of attainment levels in every area of the curriculum. Develop cluster approach. Staff will take part in peer observations and learning walks as a way of sharing good practice and building capacity. 	<p>All staff</p> <p>CTs</p> <p>All staff</p> <p>SLT, FfLC & CTs</p> <p>CTs – whole cluster</p> <p>CTs, SMT</p>	<p>On-going</p> <p>On-going</p> <p>Dec 2016</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Benchmarks, revised planners, timetables, moderation activities, PT on moderation working group. Professional reading, peer observations. CAT sessions</p> <p>Tracking / attainment meetings Cluster networks</p> <p>CAT sessions, staff/dep't meetings, professional dialogue</p>	<p>SLT SfLC</p> <p>Class teachers through collaborative working and professional dialogue</p>
Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)			Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)		
<p>How well is our focus for literacy and numeracy leading to raising attainment across the curriculum? How do we know that the changes we have made have improved outcomes for learners? How effectively do we involve learners in planning and evaluating their learning? How effective is feedback given to children and how do we know it is helping to improve learning? How effectively do colleagues work together to moderate standards to ensure positive outcomes for our learners? What difference is it making? Are there robust arrangements in place to ensure all learners have regular communication and discussions with a key adult to review their learning and plan next steps? How well is assessment evidence used to inform teacher judgements? How do we know that our professional learning is improving outcomes for learners? How well do we track and recognise attainment and achievement?</p>			<ul style="list-style-type: none"> Quantitative data is gathered and analysed including standardised testing, professional judgement to measure impact on learning All stakeholders' views gathered through self-evaluation: surveys, questionnaires, focus groups, ongoing professional dialogue and learning visits Staff will have increased knowledge and confidence regarding moderation Direct observations and written evidence of learning conversations Quality assurance – class visits, planning meetings, sampling children's views through focus groups etc. show children are being assessed and challenged appropriately and working at the correct level Attainment and tracking meetings record evidence of improved outcomes for learners Improved recording and celebration of wider achievement 		

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Plan for Additional Tasks

Additional Tasks	Responsibilities	SLT Point of contact
<ul style="list-style-type: none"> Engage and implement key features of 'Building the Ambition' and West Lothian Council's 'Early Years' Practice Framework' 	Nursery and P1 staff	PT Nursery and DHT
<ul style="list-style-type: none"> Continue developing Languages 1+2 national agenda. Full implementation of the PL Platform approach for French from P1-P7 	Steering Group	E Mitchell/S Gallagher
<ul style="list-style-type: none"> Continue with cluster self-evaluation model 	Quintets	HTs
<ul style="list-style-type: none"> Profiling (Did Book, OTWL) One Line Learners' Journal 	Steering Group	HTs
<ul style="list-style-type: none"> Ensure involvement and engagement in Attainment Challenge Opportunities 	All staff	Joanne McKissack
<ul style="list-style-type: none"> Add lead learners in school ? 		
<ul style="list-style-type: none"> 		
<ul style="list-style-type: none"> 		