West Lothian Council

Eco-Schools
20 YEARS

5 Green Flags

British Gas
Generation Green

Winner June 2015

STONEYBURN PRIMARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016 / 2017

School Engagement with the National Improvement Framework

Next Steps

Factors Influencing the Improvement Plan

School factors

Addressing Action Points identified in school's Self Evaluation procedures

School Staffing changes

Whitburn 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 Vision

At Stoneyburn PS, we strive to ensure that everyone feels valued, safe and happy.

We are all encouraged to reach our full potential on a learning journey that embraces a wide range of learning opportunities. Together we recognise and celebrate each other's strengths and talents. We will strive to learn the skills and build relationships that will help us raise attainment and achieve our future dreams and goals, for both our community and the wider world.

Our Values

✓ Our school is a place where everyone feels valued, respected and safe.
✓ Our children, staff and parents/carers strive to work together to contribute to the ethos and life of the school community.
✓ Everyone is encouraged to do their best and achieve in their learning. We celebrate our achievements and encourage the wider community to help us take pride in our school and its pupils.
✓ Our curriculum is inclusive and we strive to provide a relevant curriculum which will develop life skills.

Our Aims

Learning and Teaching

To have the highest quality learning experiences that help learners achieve to their fullest extent by

- Continuing to build a curriculum which is imaginative, creative, stimulating and challenging both and in and out of class
- Ensuring that opportunities for personal achievement are an integral part of our curriculum
- Developing pace and challenge through differentiation and extension
- Collaboratively, gathering a wide range of rich evidence of pupil achievement

Vision and Leadership

To have a shared vision and high quality leadership at all levels which ensures a common purpose and a focus on preparing young people for the future by

- Continuing to engage in distributive leadership and further develop leadership roles
- Ensuring leadership is shaped by current educational thinking and good practice

- Maintaining a high standard of self-evaluation and reflective practices which will positively impact on continuous school improvement

Partnership

To develop meaningful relationships with all stakeholders which enable them to be actively engaged in the life and work of the school

- Further developing communication with partners and to enlist their help, advice and support when appropriate
- Making best use of outside agencies to meet the needs of all learners
- Participating in enterprising activities and community projects

People

To value the whole school community; its contribution to and responsibility for the development and direction of the school by

- Actively engaging all members of the school in guiding and implementing strategic decisions that influence the school's future
- Regularly seeking and collecting and acting upon the views of the pupils
- Maintaining high levels of collegiate development with all stakeholders

Culture and Ethos

To promote a culture and climate within our school which builds positive attitudes towards learning, life and work and supports ambition and achievement in every learner by

- Continuing to share and celebrate the contributions and achievements of pupils, staff and the wider community
- Further developing opportunities for all staff to share and develop good practice
- Continuing to have high expectations for all learners and encouraging them to have high aspirations for themselves
- Ensuring that all stakeholders take a collective responsibility for building a school community that demonstrates and values achievement, safety and respect.

Session	Area for Improvement	3 Year Strategic Plan
		Outcomes
2015/2016	Raising Attainment	To develop the quality of learning and teaching in maths and numeracy and continue to improve practice in continuity and progression at the point of transition by effectively sharing and using information about learners.
	Curriculum Development	To further develop the curriculum to ensure coverage – breadth and depth, coherence and progression in learning using the Experiences and Outcomes (E's and O's) to provide well-planned and joined up learning across curriculum areas and subjects, interdisciplinary learning, personal achievement and the life and ethos of the school. Involve stakeholders in creating a curriculum plan for the school.
	Learning and Teaching	To further raise attainment through the development of philosophical enquiry skills
2016/2017	Excellence through raising attainment and achieving equity –	To continue to develop the quality of learning and teaching in maths and numeracy; to continue to improve practice in continuity and progression at the point of transition by effectively sharing and using information about learners
	Excellence through raising attainment and achieving equity –	To develop the quality of learning and teaching in literacy ensuring progression takes place for all pupils.

| 2017-2018 | Excellence through raising attainment and achieving equity – | To develop consistency in planning, coherence and progression in teaching and learning in 2 + 1 languages |
| | Excellence through raising attainment and achieving equity – | To further raise attainment through the consistent and rigorous moderation of assessment information |

Area for Improvement 1 – Maths and Numeracy: To continue to develop the quality of learning and teaching in maths and numeracy; to continue to improve practice in continuity and progression at the point of transition by effectively sharing and using information about learners

Cluster (and Stoneyburn's) current position: Overall, attainment in mathematics by the end of 2nd level is variable and ranges from satisfactory to very good. The quality of learning and teaching across the cluster has improved across age and stage. We will continue to develop more consistent approaches to ensuring progression, pace and challenge. We will continue to develop existing practice to ensure that pupils understand the purpose and relevance of what they are learning. We will continue to ensure that children have more opportunities to develop problem solving skills, mental agility and critical thinking.

Desired Outcome	Implementation Process	By Whom	Time Scale	Resources, Costs, Training Needs	Monitoring by whom? How?
✓ Learners can apply problem solving strategies more effectively ✓ Learners are more able to explain their mathematical thinking and apply skills in a variety of contexts ✓ Learners are more able to demonstrate mental agility in appropriate contexts ✓ Learners are making appropriate progress across Early / First/ Second / Third Levels ✓ Learners are aware of their progress in the Benchbarks	• To provide more opportunities for learners to observe, explore, investigate, experiment, play, discuss and reflect • To facilitate a range of local and wider opportunities for teachers to engage in professional dialogue about the quality of learning and teaching in problem solving and mental Maths • At cluster and school level, to continue to use adaptive testing data alongside other assessment information, including professional judgement, to assess key strengths and inform next steps in the teaching and learning of Maths and Numeracy • To engage in collaborative, cross-Cluster moderation and assessment of levels • To support career-long professional learning for staff, to ensure high quality and consistency in practice – e.g. SEAL, Maths Recovery and Number Talks; further engagement with Numeracy Development Officers • To continue the development of Cluster quality assurance approaches to improve learning and teaching in Maths and Numeracy – e.g. collaborative observation in and across the cluster • Use latest and best documentation to ensure high quality and consistency in practice	CTs/ Learners HTs/SMTs/CTs	Sept 2016 June 2017 Throughout the year June 2017	Time for collaboration, planning and professional learning	HTs discuss cluster wide issues connected with CEM data; HTs also share those issues with their staff Peer observation Peer moderation – within schools, across schools and across sectors Staff use annotated exemplification from NAR, Principles and Practice papers, and Progression Pathways INSET days Learning rounds

Evaluation (see Challenge Questions from HGIOS 4 – 2.3):
- How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
- How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?
- 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?
- How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?
- How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills?

Evidence (from School and Cluster):
School quality assurance procedures
Benchmark data
Recorded information including tracking and monitoring
Staff and pupil surveys
Monitoring pupil work
Best Practice visits
Moderation group tasks and feedback
Collaborative sessions and feedback
Agreed standards measured against success criteria
SAY, WRITE, MAKE AND DO

Area for Improvement 2 – Literacy: To continue to develop the quality of learning and teaching in Literacy; to continue to improve practice in continuity and progression at the point of transition by effectively sharing and using information about learners

Cluster (and Stoneyburn's) current position: Overall, attainment in Literacy by the end of 2nd level is variable and ranges from satisfactory to very good. The quality *of learning and teaching across the cluster varies. We will develop more consistent approaches to ensuring progression, pace and challenge. We will develop existing practice to ensure that pupils understand the purpose and relevance of what they are learning. We will ensure that children have more opportunities to develop higher order reading skills*

Desired Outcome	Implementation Process	By Whom	Time Scale	Resources, Costs, Training Needs	Monitoring by whom? How?
✓ Learners can apply reading strategies more effectively ✓ Learners are more able to apply their Literacy skills across the curriculum, and in a variety of contexts ✓ Learners are making appropriate progress across Early / First/ Second / Third Levels ✓ Learners are aware of their progress in the Benchmarks	• To provide more opportunities for learners to observe, explore, investigate, experiment, play, discuss and reflect • To facilitate a range of local and wider opportunities for teachers to engage in professional dialogue about the quality of learning and teaching in Literacy • At cluster and school level, to continue to use adaptive testing data alongside other assessment information, including professional judgement, to assess key strengths and inform next steps in the teaching and learning of Literacy • To engage in collaborative, cross-Cluster moderation and assessment of levels • To support career-long professional learning for staff, to ensure high quality and consistency in practice – e.g. • To continue the development of Cluster quality assurance approaches to improve learning and teaching in Literacy – e.g. collaborative observation in and across the cluster Use latest and best documentation (Education Scotland, WL progression pathways) to ensure high quality and consistency in practice		From August 2016 June 2017 Throughout the year ↓ June 2017	Time for collaboration, planning and professional learning ↓	HTs discuss cluster wide issues connected with CEM data; HTs also share those issues with their staff Peer observation Peer moderation – within schools, across schools and across sectors Staff use annotated exemplification from NAR, Principles and Practice papers, and Progression Pathways INSET days Learning rounds

Evaluation (see Challenge Questions from HGIOS 4 – 2.3):
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Area for Improvement 3:   To create enhanced teaching and learning contexts to foster the vocabulary and oral language comprehension skills underpinning the development of reading comprehension of pupils in P1-7.

Area for Development:
To implement strategies to develop oral language skills
To create a word rich environment where pupils have opportunities to encounter more sophisticated vocabulary in an everyday context

Current position:
The school's attainment for reading is variable. Need for development of consistent approach to the teaching of reading comprehension (currently with many teachers making up their own resources) More consistency in ensuring specific development of vocabulary. P1-3 tend to do reading based around their reading books looking at setting/characters/beginning/middle/end tasks. The upper school use literacy circles and novel studies. A consistent approach for the teaching of reading needs to be developed throughout the school with clear progression for each level.

Desired Outcomes	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring by whom? How?
1 Pupils showing evidence of language delay are supported to develop vocabulary and oral comprehension through additional focused intervention	Assessment for Infant Language Link (ILL) for P1 pupils Implementation of ILL groups in response to level of need identified through LL assessment Continuing additional targeted support for identified P2/3 children Evaluation through re assessment The same approach will be used for upper school using JLL. Developing staff awareness of what is involved in effective teaching and learning contexts for vocabulary growth	Stoneyburn PT will lead across both schools PSWs to implement	Assessment Sept- Oct Intervention November – May Assessment June	Infant Language Link Junior Language Link	HTs discuss cluster wide issues connected with CEM data; HTs also share those issues with their staff Peer observation Peer moderation – within schools, across schools and across sectors Staff use annotated exemplification from NAR, Principles and Practice papers, and Progression Pathways INSET days Learning rounds
2. The establishment of a word aware culture that actively challenges pupils curiosity about and knowledge of vocabulary, and improves oral language comprehension for learners	Collating ideas, strategies and resources for free standing '*word work outs'* and *oral language comprehension activities* *Trialling the initial implementation of a selected range of activities (in P1 and /or P2/3 and/or P3/4)* Focusing on word consciousness and oral language comprehension Look closely at instructional language and how this can modelled to enhance pupil's vocabularies in an everyday context. Reviewing strengths, exploring challenges and considering further developments of initial implementation of selected activities Implementation of revised approach Review and evaluation for Audit of SIP Exploring and collating ideas for embedding vocabulary work and oral language comprehension strategies into class interdisciplinary learning and/or into story/novel studies.	All CTs Speech and Language Service Stoneyburn PT and WL Development Officer Additionality Teacher - Greenrigg	Sept/October Sept/Nov INSET Days Sep and Oct CAT session January Sep/Dec Jan-April	Box Clever Word Aware Think Aloud	
3. Embedding word learning and oral comprehension strategies within wider aspects of the curriculum	Develop a 3 tier approach to encourage more sophisticated vocabulary through the use of word aware in P4-7. Support development of children's oral comprehension in the upper school through the use of Think aloud (P5 – 7) In each planning block, each teacher to plan *one* aspect of the curriculum highlighting how they are going to incorporate vocabulary and oral language skills development Review and evaluation for audit of SIP	Collaborative planning and teaching with CT's taking forward in interim between collaborative sessions	May 2017 Termly		

Evaluation (see Challenge Questions from HGIOS 4 – 2.3):
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Additional Tasks:	Leadership
- Evidence from tracking meetings, professional dialogue effectively measure progress over time - Assessment evidence is used well to inform teacher judgements about achievement of a level	- Headteacher Class Teachers
- Learners experience regular opportunities for creativity across learning	- Class teachers
- Online learner journals – Nursery – P4, Didbook P5 - 7	- PT Greenrigg
- Nurture - building on last year	- PT Stoneyburn
- Parents understand levels and are more able to support their child	- Headteacher - Class Teachers
- STEM, interdisciplinary learning – collaborative planning, teaching and assessment	- PT Greenrigg
- Leadership curriculum – the Benchmarks ensuring progression through BGE for all pupils	- Music – Music specialist at Greeenrigg and Stoneyburn - PE – PE specialists at Greenrigg and Stoneyburn with HT - Art – HT, CTS - Drama – Drama specialist at Greenrigg with HT - Listening and Talking – Debating, Philosophy – HT, PT – S, CTs - Eco embedded into curriculum – HT, Eco coordinators G and S - Rights Respecting Schools – Level 1 S, Level 2 G Pupil Voice Group Leaders - H and WB – HT, CTs