



DECHMONT



INFANT SCHOOL

Dechmont Infant
Main Street, Dechmont, Broxburn, EH52 6LJ



Dechmont Infant School and Nursery Class School Improvement Plan

2016 / 2017

School Engagement with the National Improvement Framework



Factors Influencing the Improvement Plan

School/Nursery factors

Addressing Action Points identified in school's Self Evaluation procedures and Validated Self-Evaluation Report (April 2015)
New acting head teacher and school teaching staff with under 12 months experience in the school
Small staff team: (a) limiting percentage of CLPL / In-service improvements (b) maximising collegiate opportunities / team working
Cluster Improvement Plan
Funding to support refurbishment and updating of resources
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
Equity and Excellence - Raising attainment, including closing the gap
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
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 - HMI guidance and Benchmark documents
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 Values, Vision and Aims

Vision Statement

Dechmont Infant School is a safe, welcoming, stimulating learning environment which is inclusive for all. We provide an ethos of respect, trust and compassion which fosters friendship and teamwork. We aim to create a learning environment which encourages learners to engage in creative and challenging learning experiences to ensure our learners are happy, confident individuals.

Values

Our values develop the four capacities within Curriculum for Excellence and support every learner in their wellbeing and development. Our school values are to be reviewed, currently noted as:

Diversity, Cheerfulness, Kindness, Perseverance, Respect, Justice, Friendship, Responsibility, Teamwork and Fairness

School Aims:

As a learning community our aims are within the following key areas:

1. Learning and Teaching

- Provide high quality learning experiences that meet the needs of all
- Maintain consistently high standards and expectations
- Provide support and challenge to ensure all children achieve their full potential

2. Vision and Leadership

- Build capacity in all staff to lead learning
- Support staff in developing a high level of competence in all areas
- Use self-evaluation to underpin actions / plans for improvement

3. Partnership

- Engage with all stakeholders to enhance experiences for all children
- Involve parents/carers as true partners in learning
- Build upon wider community and cluster working practices for the mutual benefit of all

4. People

- Build a collegiate team where everyone is valued and encouraged to develop
- Identify strengths and provide high quality professional learning opportunities to improve learning and teaching

5. Culture and Ethos

- Maintain and enhance an environment conducive to learning where the welfare and entitlements of every child are of primary importance
- Positive attitudes towards learning are nurtured and developed in all children
- Collaborative leadership is encouraged at all levels

3 Year Strategic Plan

Session	Area for Improvement	Outcomes
2015/2016	<i>Raise attainment across the curriculum focusing on literacy and numeracy by planning progressively, assessing and evaluating efficiently and involving learners in the process. School/cluster staff and learners moderate their work and identify next steps</i>	<ul style="list-style-type: none"> • Progressive pathways developed for identified areas and start planning using these. • Pace, challenge, choice, breadth evident in learning and teaching activities • Quality assurance processes evidence and share good practice to further improve learning experience. • High expectations for all (learns, staff) • Learning experiences are active and challenging and engage all pupils • Learners and staff evaluate the learning experiences and identify next steps • VSE with collaborative partners confirm progress from Improvement Plan
	<i>To raise attainment by enhancing Health and Wellbeing, developing a culture of community and encouraging parental engagement.</i>	<ul style="list-style-type: none"> • The schools vision, values and aims are visible and understood by all stakeholders • All stakeholders are aware of restorative practice and make use of this to develop a culture of mutual respect
2016/2017	Excellence through raising attainment and achieving equity – Learning provision: the development of a well-resourced, structured, progressive and flexible curriculum delivered effectively using current approaches to learning and teaching	<ul style="list-style-type: none"> • Planning for progression in children’s learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time • Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners • Staff access and apply relevant findings from educational research to improve learning and teaching
	Excellence through raising attainment and achieving equity – Self-evaluation for self-improvement	<ul style="list-style-type: none"> • All staff, pupils, parents and partners are fully involved in improving the life and work of the school • Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment • Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching
	Excellence through raising attainment and achieving equity – continue to develop culture of professional learning and enquiry within school and across cluster	<ul style="list-style-type: none"> • All staff participate in individual and collective professional learning which improves outcomes for learners • <i>Senior leaders create the conditions for effective leadership at all levels as a result all staff undertake leadership roles which focus on leading learning</i>
2017-2018	Excellence through raising attainment and achieving equity – Further development of the planned curriculum (N-P3)	<ul style="list-style-type: none"> • The whole school community has a shared understanding of the strengths and improvement needs of the school • There is a clear focus on the developing of literacy, numeracy, health & wellbeing, creativity and digital skills in a progressive way across the curriculum • A quality body of evidence is used to support assessment judgements and decisions about net steps • All teachers have well-developed skills of data analysis which are focused on improvement • Learners play an active role in the school and wider community and regularly take in leadership roles, including leading learning
	Excellence through raising attainment and achieving equity – Self-evaluation for Self-improvement	<ul style="list-style-type: none"> • The whole school community has a shared understanding of the strengths and improvement needs of the school • Teachers use a range of different assessments to measure children’s progress across the curriculum. They work effectively with colleagues across the wider learning community to moderate standards • There is evidence that children are confidently engaged in reviewing their own learning and the work of the school

Area for development: *Learning provision – the development of a well-resourced, structured, progressive and flexible curriculum delivered effectively using current approaches to learning and teaching*

Current Position:

Through discussion and observation it is clear that work has been undertaken over a number of years to develop the curriculum, this is not however consistent and/or embedded across the school. Work undertaken in session 2015/16 to develop numeracy progressions, in particular, has made some positive impact. We now need to ensure that children are receiving their full entitlement to a broad general education through the further development of a well-resourced, structured, progressive and flexible curriculum. Assessment approaches will also need to be reviewed as we develop our curriculum in line with current local and national priorities.

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
Planning for progression in children’s learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time.	<ul style="list-style-type: none"> Review of progression pathways, resources and curriculum plans <i>Informed by review</i>, develop approaches with further engagement with progression pathways for literacy, numeracy, health & wellbeing, and the introduction of <i>learning across the curriculum (LAC)</i> Introduce a rolling three-year plan for early and first level to fit the needs of a multi-composite class setting – <i>linking with curriculum in Primary 4 at Kirkhill PS</i> Full review of resource provision within the school: de-cluttering and development of fully 21st century resources 	All staff	August 2016 – May 2017 (CP1/2, Inset 2/3/5, CAT1/2/3)	Time (CAT/Inset) Current Planning formats Progression pathways Examples from other nurseries / schools Benchmarks	CAT and Inset Sessions HT monitoring work produced Sharing: learning walks, dialogue, HT trios, etc.
	<ul style="list-style-type: none"> Enhance backward mapping/tracking information (linked to benchmarks, online journals, progression pathways) – all staff begin to use this session Introduction of Online Learning Journals across the school to support profiling, tracking and planning Staff use CfE outcomes to develop annual plans and identify contexts for learning taking account of personalisation and choice (<i>and in time our three-year plan</i>) Professional dialogue opportunities to discuss information gathered from tracking/mapping activities Develop <i>learning across the curriculum (LAC)</i> for contexts for learning to ensure that coherent links are made across the curriculum Moderation of planning activities to support staff in the development of new planning processes (school and nursery) 	All staff	September 2016 – June 2017 and beyond (CP2/3/4, Inset 3/5, CAT3/4, Tm Md1/2, Attain Mtg)	Time (CAT/Inset) New planning formats Progression pathways Examples from other nurseries / schools & DOs Benchmarks	CAT and Inset Sessions HT QA of long term, medium plans and progressions Sharing: learning walks, dialogue, HT trios, etc. Moderation times (school / nursery / partner / cluster)
	<ul style="list-style-type: none"> Staff further develop approaches to including pupils within the planning of learning: <ul style="list-style-type: none"> (a) refine a focused 1:1, teacher : pupil dialogue around profiling (b) develop through <i>LAC</i> / context for learning (what do we know, what do we want to know, etc). Widen opportunities through after school clubs, wider community, active schools, etc. 	All staff Active Schools	October 2016 – May 2017 (CP4/5)	Time: In class / PSW support + CAT / Planning Coaches and other trainers	HT QA in classes, dialogue with pupils, planning on LAC and staff dialogues Survey feedback

Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners.	<ul style="list-style-type: none"> ○ Introduce new tracking and progress sheets which show children's progress across Early – First levels ○ Staff engage with Benchmarks to consider assessment and achievement of a level through professional judgement and moderation activities (school / partner / cluster) ○ Professional dialogue opportunities to discuss information from tracking and progress sheets to begin to embed in practice ○ Introduction of progress in learning focus weeks (possible profile jotter) 	HT All staff HT All staff	September 2016 – May 2017 (Inset 2, PM1/2/3/4, Attain Mtg)	Time (HT / CAT / Inset / Partner school / Cluster) Benchmarks Best practice examples Professional Reading	HT QA of tracking and progress information Sharing: learning walks, dialogue, HT trios, etc.
Staff access and apply relevant findings from educational research to improve learning and teaching	<ul style="list-style-type: none"> ○ Fostering a culture of educational research informing practice by collaboratively developing guidance on <i>Effective Learning and Teaching at Dechmont Infant School</i> – summary expectations, core pedagogy, supporting improvement through: <ul style="list-style-type: none"> • professional learning / dialogue • best practice visits • collegiate / cluster working ○ Considering within learning and teaching: Visible learning, LI/SC, Effective questioning, effective feedback, differentiation, etc. 	HT / All Staff	September 2016 – June 2017 and beyond (Staff Mtgs, CP-all, CAT1/5/6, CLPL)	Time (HT / CAT / Inset / Partner school / Cluster) Best practice examples	HT QA evaluation of impact on learning, teaching and assessment
Evaluation (linked to challenge questions within HGIOS4 / HGIOELC) HGIOS 2.2 (Curriculum) <ul style="list-style-type: none"> ○ To what extent do we take account of all the factors that make our school unique? ○ Do we have a shared understanding of what progression looks like? ○ How effective is our school overview in ensuring children's knowledge and skills are built appropriately over time? ○ How well do our approaches to profiling develop children's awareness of themselves as learners ... and future learning? 2.3 (Learning, teaching & assessment) <ul style="list-style-type: none"> ○ 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 record, analyse and use assessment information to identify development needs for individual learners and specific groups? 2.6 (Transitions) <ul style="list-style-type: none"> ○ To what extent are we using information from profiling to ensure continuity in learning for all? HGIOELCC 2.2 (Curriculum) <ul style="list-style-type: none"> ○ In what ways do we share the purpose of our curriculum framework with children, parents, practitioners and partners and what difference does this make to practice? 2.3 (Learning, teaching and assessment) <ul style="list-style-type: none"> ○ How do we ensure that processes for planning, assessment and reporting are manageable and effective in improving learning and teaching? 2.6 (Transitions) <ul style="list-style-type: none"> ○ How effectively do we use transition information to plan progressive learning and developmental pathways for all children? 			Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence) <ul style="list-style-type: none"> ✓ Planning, attainment & professional dialogue meetings – challenge questions as part of agenda for meetings and professional dialogue. ✓ Professional dialogue through CAT/INSET/Moderation Meetings ✓ Pupil Voice – 1:1 / small group discussions and sharing learning across the year ✓ QI processes focussing on evidence to support the challenge questions ✓ Monitoring of pupil's work in Online profiles / Progress jotters /LJ's ✓ Structured Walks with agreed foci ✓ Ongoing observations of learning, teaching and assessment ✓ Evidence of pupil's work ✓ Evaluation of summative assessment data ✓ Peer observations – linked within school and to other establishments ✓ SurveyMonkey / Microsoft forms ✓ Evaluations completed by teachers/PLGs 		

Area for development: Self-evaluation for self-improvement, *focused on collaborative working, consistency of standards and assessment*

Current Position:

From the School Self-evaluation Summary it is evident that quality improvement activities have been evolving over past years, including a council VSE in April 2015. With the arrival of a new head teacher and the introduction of HGIOS4 and HGIOELC, we now need to develop our approaches to self-evaluation for self-improvement further. To give depth and robustness to our activities within our small school setting, this work will be undertaken at class, school, partner school and wider cluster levels.

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
All staff, pupils, parents and partners are fully involved in improving the life and work of the school	<ul style="list-style-type: none"> o Introduce parent information sessions with staff on school improvement and on curriculum / family learning – literacy & numeracy initially o Develop approaches to questioning / gathering parental / other stakeholder feedback and opinions (online surveys: SurveyMonkey / Microsoft forms) o Develop school blog / website / twitter account to share work and life of school to allow for more informed feedback o Consult on the introduction of a parent council with the parent forum and action accordingly 	HT / All staff	September 2016 – May 2017 (Parent events – Oct, Jan/Feb, & Apr/May)	Time Survey subscription / Glow	HT evidence produced Parental feedback Pupil & staff views
	<ul style="list-style-type: none"> o Increase the range of self-evaluation evidence: <ul style="list-style-type: none"> • gathering stakeholders views • use of focused learning walks • pupil focus groups • individual pupil involvement in self evaluation • HT trios 	HT mainly with all staff	October 2016 – June 2017 and beyond (termly)	QA time HT trios HGIOS HGIELC Building the Ambition	HT QA analysis HT trios – data / evidence review
Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching	<ul style="list-style-type: none"> o Development of our Framework of Assessment (<i>within our Guidance on Effective Learning and Teaching at Dechmont Infant School</i>) – using BtC5, national and local guidance on assessment approaches, tracking & monitoring, profiling and reporting o Our framework is shared with stakeholders and will be responsive to emerging practice / advice 	HT / All staff	Oct' 2016 – May 2017 (Inset2/5, CP4/5/6, CAT2, Attain Mtg)	Time (HT / CAT / Inset / Partner school / Cluster) Best practice & Professional Reading	HT QA analysis Staff feedback and dialogue
	<ul style="list-style-type: none"> o Development of Online learning profiles to support reporting o In our Framework for Assessment, undertake moderation activities at school, (nursery & school), partner school and cluster level: <ul style="list-style-type: none"> • Literacy: Own & partner school • Numeracy: Own & cluster 	All Staff	September 2016 – May 2017 (Tm Md1-4, Cluster CAT, Prtn Md1-4)	Time (HT / CAT / Inset / Partner school / Cluster) Benchmarks	HT QA in classes, dialogue with pupils and staff dialogues Review of profiles, including feedback from parents
	<ul style="list-style-type: none"> o Within our Guidance on Effective Learning and Teaching at Dechmont Infant School, develop staff skills in making learning visible and explicit to children: <ul style="list-style-type: none"> o Learning intentions / Success Criteria (including engaging learners in developing these) o Effective questioning – for example: Bloom's fans 	HT / Partner school / All	September 2016 – May 2017	Time (HT / CAT / Inset / Partner school / Cluster) Material resources	HT QA observations Sharing learning walks, dialogue, HT trios, staff

	<ul style="list-style-type: none"> ○ Effective feedback – for example: Growth mindset ○ Differentiation in a multi-composite setting ○ Drafting practical guidance on visible learning ○ Further develop Teaching staff capacity to use professional judgement to assess children's progress in learning and there is a focus on Write, Say Make, Do 	staff	(Staff Mtgs, Prtn Md2-4, CLPL)	School guidance Professional Reading Surveys	feedback (inc. surveys)
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<p>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</p> <p>HGIOS</p> <p>1.1 (Self-evaluation for self-improvement)</p> <ul style="list-style-type: none"> ○ How well do we involve all stakeholders (children, staff, parents and carers, families and partners) in self-evaluation and planning for improvement? <p>1.2 (Leadership of learning)</p> <ul style="list-style-type: none"> ○ To what extent is our professional learning based on the values and actions within the GTCS professional standards? <p>2.3 (Learning, teaching and assessment)</p> <ul style="list-style-type: none"> ○ How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children's learning? <p>3.2 (Raising attainment and achievement)</p> <ul style="list-style-type: none"> ○ How well is assessment information used to inform teacher judgements? ○ How well are we removing barriers to learning and ensuring equity for all? <p>HGIOELCC</p> <p>1.1 (Self-evaluation for self-improvement)</p> <ul style="list-style-type: none"> ○ To what extent are all stakeholders (children, practitioners, parents/carers and partners) involved in self-evaluation and planning for improvement? ○ To what extent do we look inward, outward and forward in our evaluation and improvement activities? <p>1.2 (Leadership of learning)</p> <ul style="list-style-type: none"> ○ What evidence do we have that our professional learning is increasing our knowledge and understanding and as a result improving outcomes for children and families? <p>2.3 (Learning, teaching and assessment)</p> <ul style="list-style-type: none"> ○ How well does the information we gather about children's progress inform our planning and improvement? <p>3.2 (Securing children's progress)</p> <ul style="list-style-type: none"> ○ How effective are our approaches to tracking progress and achievements? What needs to improve? 	<p>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</p> <ul style="list-style-type: none"> ✓ SurveyMonkey / Microsoft forms ✓ FP and Attainment meetings – focus on challenge questions as part of agenda for professional dialogue ✓ CAT/INSET discussions ✓ Observations of learning and teaching ✓ Pupil Voice – informal and formal discussions with children ✓ Feedback from all stakeholders ✓ Moderation Meetings – professional dialogue ✓ Analysis of CEM (PIPS and INCas) adaptive testing information
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Area for development: To continue to develop culture of professional learning and enquiry within school and across cluster

Current Position:

It is felt that there is a need for staff to engage in professional learning across the cluster to ensure continuity in practice and to promote a collaborative approach to professional learning. With the focus being on professional learning this will ultimately empower our staff team to promote higher order thinking skills and assessment for learning approaches across the cluster of schools which will equip the children in the Broxburn Cluster with skills for life, learning and work, promote raised aspirations and develop self-awareness for all learners.

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
<p>All staff participate in individual and collective professional learning which improves outcomes for learners</p> <p>(Senior leaders create the conditions for effective leadership at all levels as a result all staff undertake leadership roles which focus on leading learning)</p>	<ul style="list-style-type: none"> Launch of Professional Enquiry for all cluster staff 	Cluster HTs	Sept 2016 (Inset2)	Venue (Brox Ac) Professional Enquiry PP/Leaflet/ Guidance for all staff	Feedback from staff Professional enquiry project observations Professional dialogue
	<ul style="list-style-type: none"> Identify lead learners for Professional Learning Groups based on the WL Educational Psychologists Insights (Effective Questioning, Peer/Self Assessment, Visible Learning, Building Learning Power, Philosophy for Children, Growth Mindsets, Self-Regulated Learning, Metacognition and Overview of L&T) 	Cluster HTs Lead Learners	Sept 2016 (Inset2 +)	WL Ed. Psych. Insights	Professional dialogue with lead learners
	<ul style="list-style-type: none"> Lead learners guidance on roles and responsibilities produced and shared with identified lead learners 	Cluster HTs	Sept 2016 (Inset2 +)	Guidance for Role of Lead Learner	Professional dialogue – lead learners and staff
	<ul style="list-style-type: none"> Professional Learning Group meetings identified as cluster CAT and venues agreed 	All staff	Sept 2016 – June 2017	CAT x4 hours	Professional dialogue Group observations
	<ul style="list-style-type: none"> Professional Learning Groups to plan activities and evaluate on an ongoing basis 	All staff	Sept 2016 June 2016	Professional Learning Group plan format SIP (individual schools)	Professional Learning Group plans Evaluations from groups Self-evaluation/QI across individual schools
	<ul style="list-style-type: none"> Professional enquiry learning approaches incorporated into individual SIP 	HT	August 2016		Self-Evaluation statements using HGIOS 4 indicators
	<ul style="list-style-type: none"> Individual schools highlight developments as appropriate for each school with parents e.g. school blog, newsletters 	All staff	August 2016 – June 2017	Newsletters Blogs Websites	Feedback from parents – informal and formal
	<ul style="list-style-type: none"> Ongoing evaluation with feedback to Cluster HT's on progress within each group and next steps Survey Monkey to all staff on impact of professional learning groups 		August 2016 – June 2017 March 2017	Communication with lead learners	Self-evaluation from lead learners to HTs Collated results of strengths and areas for

	<ul style="list-style-type: none"> ○ Each group to present on impact of professional learning groups and enquiry at whole cluster event 		<p>May/June 2017 (Cluster CAT)</p>	<p>Survey Monkey CAT Session Venue Presentation Guidance</p>	<p>improvement CIP 2017/18 Observation of presentations</p>
<p>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</p> <p>HGIOS 1.2 (Leadership of Learning)</p> <ul style="list-style-type: none"> ○ <i>How effectively do we create a learning culture within our schools?</i> ○ <i>To what extent are all staff involved in leading learning across and beyond the school?</i> ○ <i>How effectively do we share our individual and collective learning across the school?</i> <p>HGIOELCC 1.2 (Leadership of Learning)</p> <ul style="list-style-type: none"> ○ <i>What evidence do we have that our professional learning is increasing our knowledge and understanding and as a result improving outcomes for children and families?</i> 			<p>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</p> <ul style="list-style-type: none"> ✓ Survey Monkey/Microsoft forms ✓ Annotated action plans, regularly updated ✓ Evaluation from initial launch ✓ Educational Psychologist review of impact ✓ Professional update – evidence of self-reflections ✓ Quality Assurance of learning and teaching including classroom observations and pupil voice 		

Plan for Additional Tasks

Additional Tasks	Responsibilities
⇒ GIRFEC	HT / EP
⇒ Refurbishment / modernisation	HT
⇒ Review of Home-Learning	HT / All Staff
⇒ Development of effective use of technology in learning across the school	HT / All Staff
⇒ 1+2 Modern Languages – continue to develop staff confidence in delivering	GG
⇒ Better relationships, better behaviour, better learning policy – building on restorative approaches	HT / All Staff / Pupils EP supporting
⇒ Revisiting school Vision, Values and Aims in line with current practice and local and national agendas	All stakeholders