

Whinhill Primary School and Nursery Class

Improvement Plan August 2016 – June 2017



School Leadership

The Quality and impact of leadership within schools and at all levels

Next Steps

- Increased participation in leadership programmes and Masters Level leadership programmes.
- Embed leadership across all levels of the school and nursery.

How will we get there?

What?	Who?	When?	HGIOS 4
Share practice and experience of leadership learning within own schools	Teaching staff SMT	Aug 16 – June 2017	1.2 Leadership of learning 1.3 Leadership of change
Promotion of Leadership programme and Masters level learning	SMT	Aug 16 – June 17	1.2 Leadership of learning 1.3 Leadership of change
Staff will take ownership of a curricular area as coordinator and evaluate current practice and resources to inform development of school policy.	Teaching Staff	Aug 16 – June 17	1.1 Self-evaluation for self-improvement 1.2 Leadership of learning
Further develop leadership experience for pupils through peer mediation and sports leaders.	Pupils Identified staff Active school coordinator	Aug 16 – June 17	1.2 Leadership of learning

Evidence we will gather and monitor:

- Records from collegiate meetings
- Self-evaluation of schools of HGIOS 4 QIs 1.2 and 1.3
- Number of staff undertaking Leadership Professional Learning opportunities
- How staff are undertaking professional development to meet the Standards for Leadership and Management
- Leadership projects undertaken by staff
- PRD discussions with staff

Teacher Professionalism

Teacher Professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children’s progress and achievement.

Next Steps

Implement professional learning which has been shown to have had an impact in Attainment Challenge Schools during Year 1

Continue to develop staff knowledge and confidence in effective use of the GIRFEC Pathway

Continue to develop staff knowledge and confidence in effective use of Talking Round Corners strategies.

What?	Who?	When?	Links
Develop/Extend staff knowledge of SEAL planning, learning, teaching and assessment approaches in P1 and P2	SMT Class teachers CMO (Numeracy)	Aug 2016 – June 2017	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Implement GIRFEC Pathway – practice and procedures	SMT Class Teachers	Aug 2016 – June 2017	1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion
Develop/Extend staff knowledge of Active Literacy methodology in P1 - 3	SMT Class teachers CMO (Literacy)	December 2016	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Introduce/develop/extend use of Literacy Toolbox to support identified pupils	CMO (Literacy) Class teachers Support for Learning teacher	August 2016 – June 2017	2.4 Personalised support 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Develop staff knowledge of most effective learning and teaching strategies through attending Visible Learning professional learning opportunities	AC Team EPS SMT	September 2016 – March 2017	1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement

Further embed Talking Round Corners strategies through modelling and cooperative teaching of high quality practice.	All school staff	Aug 2016 – June 2017	1.2 Leadership of learning 3.2 Raising attainment and achievement
<p>Evidence we will gather and monitor:</p> <ul style="list-style-type: none"> • Self-evaluation of schools of HGIOS 4 QI 1.2 Leadership of learning, 2.3 Learning, teaching and assessment and QI 2.3 Personalised support • Opportunities for and impact of, professional learning opportunities • Observations of learning and teaching • Discussions with learners • Discussions with teachers/Progress meetings with staff • Notes from collegiate meetings • PRD discussions • Professional dialogue sessions 			

Parental Engagement and Partnership Working

Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.

Next Steps

Build/develop effective working partnerships with Family Support Workers and link CLD staff

Ensure that a co-ordinated response to Family Learning is taken forward with partners

What?	Who?	When?	Links
Develop relationships between school staff, parents, family Support Worker and CLD link worker	School staff FSW CLD staff	August 2016	2.5 Family Learning 2.7 Partnerships
Introduce/Develop/Extend Family Learning opportunities	Family Support Workers CLD staff School staff	August 2016 – June 2017	2.5 Family Learning 2.7 Partnerships
Extend opportunities for parents to be involved in school events/improvement planning	Family Support Workers CLD staff School staff	August 2016 – June 2017	2.5 Family Learning 2.7 Partnerships
Involve Family Support Workers in planning support for pupils, as appropriate	Support for Pupils co-ordinator FSW	August 2016 – June 2017	2.4 Personalised support 2.5 Family Learning 2.7 Partnerships
Provide opportunities for parents/carers to learn more about Active Literacy/Literacy Toolbox/early numeracy/mental agility/reading for pleasure	School staff CMOs CLD staff FSW	September 2016 – May 2017	2.5 Family Learning 2.7 Partnerships

Evidence we will gather and monitor:

- Feedback from Parent Council/Circle meetings
- Self-evaluation of schools of HGIOS 4 QI 2.5 Family learning and 2.7 Partnerships
- Attendance at Family Learning events, progress meetings, review meetings
- Feedback from parents attending school events
- Quality and impact of Family Learning events
- Minutes of meetings with partners
- Questionnaires from inspections and self-evaluation visits
- Evidence of parental involvement in School Standards and Quality Reports and School Improvement Plans

Assessment of Progress

Assessment of progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.

Next Steps

Take forward literacy and numeracy strategies to raise attainment for all pupils.

Target interventions to work towards closing our gap in attainment linked to deprivation.

Take forward strategies to improve children's health and wellbeing.

Raise staff awareness of National Improvement Framework.

What?	Who?	When?	Links
Support staff in the use of data to monitor children's progress	SMT Seemis Dev Officer Data officer QIOs	October 2016	2.3 Learning, teaching and assessment 2.6 Transitions 3.2 Raising attainment and achievement
Using available data, identify target groups of pupils for specific interventions	SMT AC team Support for learning teachers	August 2016 – September 2016	2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement
Introduce common tracking system, based on agreed aspects of learning	SMT Class teachers Data officer	August 2016	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Participate in professional learning to further moderate standards within the school, cluster and across the Authority	SMT QIOs Class teachers	October 2016 – June 2017	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Raise awareness of national and local guidance on how to report on the NIF and the use of HGIOS 4.	SMT	October 2016 – June 2017	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement

Evidence we will gather and monitor:

- The percentage of pupils achieving curriculum levels in literacy and numeracy at P1, P4, P7
- Pips scores and progress in learning
- School assessment information for literacy, numeracy and HWB
- Attendance of identified pupils
- Data from Boxall profiles
- Wider achievement awards
- Self-evaluation of schools of HGIOS 4 QI 3.2 Raising attainment and achievement
- Notes from in-service or collegiate meetings
- Authority training on moderation
- Tracking information
- Notes from tracking/progress meetings with class teachers

School Improvement

The overall quality of education provided in our establishment and our effectiveness in driving further improvement.

Next Steps

Develop self-evaluation procedures based on HGIOS 4

Develop staff awareness of National Improvement Framework

What?	Who?	When?	Links
Share national and local guidance as to reporting on the NIF	SMT	October 2016 – March 2017	1.1 Self-evaluation for self-improvement 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Use HGIOS 4 for self-evaluation	All school staff	August 2016 – June 2017	1.1. Self-evaluation for self-improvement
Establish a Self-Evaluation Framework to reflect current practice embedded through the school.	All school staff	August 2016 – June 2017	1.1. Self-evaluation for self-improvement
Introduce and evaluate the 'Applied Nurture Principles' resource from Education Scotland to inform pupils' next steps in Health and Wellbeing and integrate strategies to develop ethos. (pilot school)	All school staff SMT Ed Psych	August 2016 – June 2017	1.1. Self-evaluation for self-improvement

Evidence we will gather and monitor:

- Feedback from Pupil Voice groups
- Feedback from parents
- Self-evaluation activities based on HGIOS 4 QIs
- Notes from in-service and collegiate meetings
- Information from tracking system
- Progress compared against NIF/applied nurture principles

The development of our Curriculum

Next Steps

Continue to embed French across the school.

Further develop Gaelic across all school stages.

Review and develop current practice in Social Studies

What?	Who?	When?	Links
Continue to implement 1+2 strategy	QIM Jan Cannon	August 16 – July 2020	2.2 Curriculum 2.3 Learning, teaching and assessment
Review implementation of Social Studies to reflect CFE design principles	School staff SMT	August 2016 – June 2017	2.2 Curriculum2.3 Learning, teaching and assessment
Deepen staff understanding and confidence in the delivery of curricular areas through IDL	SMT School staff Working group	August 2016 – June 2017	2.2 Curriculum2.3 Learning, teaching and assessment
Continue to embed skills development throughout the school to ensure that all children are equipped with the vocabulary to articulate their learning.	PT and teaching staff	August 2016 – June 2017	2.2 Curriculum2.3 Learning, teaching and assessment

Evidence we will gather and monitor:

- Inspection and validated self-evaluation evidence.
- Learning visits
- Planning for learning
- Pupil Work

Ensuring wellbeing, equality and inclusion

Next Steps

Develop staff understanding of GIRFEC pathway and Child's Plan

Continue to develop/embed nurturing approaches throughout the school

Monitor and improve attendance through implementing the new Attendance Policy

What?	Who?	When?	Links
Share authority vision and guidance on GIRFEC pathway with all staff	SMT	August 2016 – June 2017	2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
Develop/introduce/extend use of Child's Plan to support pupils	SMT Support for Learning teacher	August 2016 - June 2017	2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
Continue to develop staff knowledge and expertise in nurturing principles, Five to Thrive approaches and further develop emotional intelligence throughout the school	CMO (Nurture) Nurture teacher All school staff	August 2016 – June 2019	2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
Raise awareness of new attendance policy with staff and parents. Implement new attendance policy, using targeted interventions to support improvements.	SMT	August 2016 – June 2019	2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
Further improve information sharing with partner nurseries at points of transition to ensure clear progression at the early level.	Nursery staff P1 teachers SMT	August 2016 – June 2017	2.6 Transitions

Evidence we will gather and monitor:

- Levels of attendance and number of exclusions
- Performance of LAC and ASN pupils
- Planning for pupils
- Notes from review/planning meetings including My World triangle and wellbeing assessments
- Discussions with pupils, parents and staff
- Notes from collaborate meetings
- Nursery tracking and reporting paperwork
- Pastoral notes
- Boxall profiles
- Wellbeing wheel
- Nurturing me – pupil voice assessment

Teacher Professionalism

Teacher Professionalism demonstrates the overall quality of the teaching workforce and the impact of their professional learning on children’s progress and achievement.

Next Steps

Implement 2015/16 Cluster recommendations to improve pupils’ working memory, concept of number and efficient use of mental maths strategies.

Moderate methodology, across the Inverclyde Academy Cluster, for the explicit teaching of mental maths strategies through a Professional Learning Community model.

What?	Who?	When?	Links
Agree the key features of Inverclyde Academy Cluster’s Numeracy Learning Community	Cluster HTs PT Maths	Cluster Meeting: 25 th Aug 2016	1.3 Leadership of Change
Launch Numeracy Learning Community to establish vision, rationale and format. Establish Learning Community Trios.	HT KO PS HT W PS HT LA PS PT Maths 2 Primary teachers per school and 5 Secondary teachers	30 th Aug 2016	1.4 Leadership and Management of Staff 2.7 Partnerships
Plan Professional Enquiry based on team teaching/sharing of most effective practice.	PT Maths 6 Learning Community Trios(2 Primary, 1 Secondary)	15/16 Sep 2016 (P7 Taster Days)	1.2 Leadership of learning 2.7 Partnerships
Carry out Professional Enquiry.	PT Maths 6 Learning Community Trios(2 Primary, 1 Secondary)	Sep 2016 – Feb 2017	1.2 Leadership of learning 2.3 Learning, teaching and assessment
Sharing of Professional Enquiry.	Cluster HTs PT Maths 6 Learning Community Trios(2 Primary, 1 Secondary)	March 2017	2.7 Partnerships 3.2 Raising attainment and achievement
Develop Inverclyde Academy Cluster Numeracy Policy Develop Inverclyde Academy Professional Learning Community Model.	Cluster HTs PT Maths	April 2017	1.1 Self-Evaluation for Self-Improvement 2.3 Learning, teaching and assessment 2.7 Partnerships

Evidence we will gather and monitor:

- Self-evaluation activities of schools of HGIOS 4 QIs noted above
- Observations of learning and teaching
- Discussions with learners about numeracy learning
- Discussions with teachers about impact of Professional Learning Community Trios
- Notes from meetings
- PRD and Professional Learning Plans
- Records of assessment