Westfield Primary and Nursery
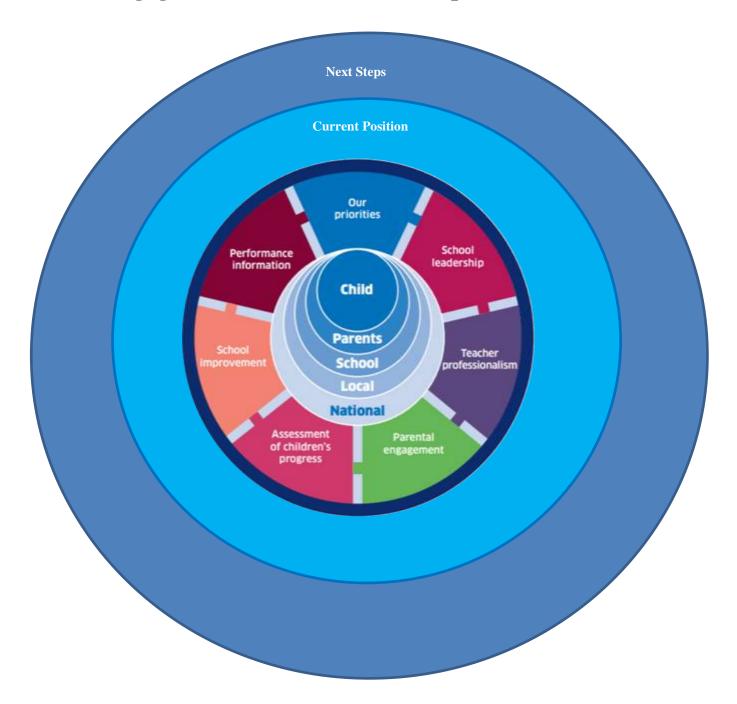# SCHOOL IMPROVEMENT PLAN

2017/ 2018

School Engagement with the National Improvement Framework

Next Steps

Current Position

Our priorities

School leadership

Performance information

Child

Parents

School

Local

National

Teacher professionalism

School improvement

Assessment of children's progress

Parental engagement

Factors Influencing the Improvement Plan

School factors
Addressing Action Points identified in school and nursery's Summarised Inspection Findings
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

Westfield, a place to SMILE: Succeed, Motivate, Inspire, Learn, Excel

Our Values

- We always try to do our best
- We stand up for what is right and speak out when things are wrong
- We take responsibility for our own actions
- We show respect
- We share and we are fair and friendly around others
- We show patience, tolerance and try to solve problems peacefully
- We understand that it is important to tell the truth so that others trust us
- We care about others and know people in our school care for us
- We look after our world so that everyone can enjoy it

Our Aims

Learning and Teaching

- The highest quality of learning and teaching is provided
- Children experience innovative, fun, inspiring, motivating, creative and inclusive learning
- A progressive, coherent and balanced curriculum enables pupils to reach their full potential
- Meaningful assessment is integrated which provides effective feedback and informs pupils of next steps
- High standards of individual attainment and achievement are recognised and celebrated

Vision and Leadership

- A shared, agreed vision with a common goal is in place
- Leadership is encouraged at all levels
- Collegiality exists across the school

Partnership

- Build and maintain worthwhile, collaborative partnerships with all stakeholders
- Involve pupils in decision making that affects them in school and the wider community

People

- Everyone in the school community feels valued, respected and included
- Pupils, families and staff participate in the decision making process
- Solid professional relationships ensure positive outcomes for all children

Culture and Ethos

- Responsibility, respect and a positive attitude are promoted
- A safe environment in which individuals can develop healthy lifestyle choices is provided
- Creative, enterprising and ambitious individuals are developed
- Success and achievement is celebrated

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Session	Area for Improvement *Areas for development from your SSES should feature below. Current year should be in the middle*	3 Year Strategic Plan Outcomes
2015/2016	Excellence through raising attainment and achieving equity –	• There is breadth and depth within learning and teaching • There is appropriate pace in learning • Pupils are challenged in their learning • There is consistency in classroom experiences across the school
	Excellence through raising attainment and achieving equity – Full implementation of OTWL	• Tracking and monitoring systems are streamlined • There is effective planning for pupils through ONWL system, supported by effective quality assurance monitoring • Impact on pupil learning is monitored to ensure appropriate pace is maintained • There is depth and breadth of learning for all pupils across all areas of the curriculum

Session	Area for Improvement	Outcomes
2016/2017	Excellence through raising attainment and achieving equity – moderation of Numeracy and Literacy	• There is a greater consistency in understanding the achievement of a level, and increased staff confidence in attainment in literacy and numeracy, through moderation activities.
	Excellence through raising attainment and achieving equity – engagement of families in learning through outdoor learning opportunities	• Family learning programmes through curriculum workshops inform parents and result in improved pupil attainment and achievement • Pupils and their families are engaged in outdoor learning both within and out with school
2017-2018	Excellence through raising attainment and achieving equity – Develop leadership at all levels	• Increase pace of change in all aspects of school and nursery • All staff engaged in leadership opportunities and equipped with skills to do this well • Increase attainment in numeracy and literacy and close gap through effective support and challenge • CLPL is relevant and effective and fosters leadership of change • Innovative and creative practice in nursery and primary
	Excellence through raising attainment and achieving equity – Improve the quality of teaching and learning in order to raise attainment and close the attainment gap	• Effective cycle of planning, assessment, evaluation and tracking and monitoring in order to: meet pupils' needs through pace, support and challenge and progressive skills development. • Creative teaching and learning leading to engaged learners • Parents as active participants in the child's learning and development • Positive behaviours in school and in the community • Increased community involvement and business links

Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY: Leadership of Change

Area for development: Develop leadership at all levels (staff and pupils)

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
Increase pace of change in all aspects of school and nursery	• All stakeholders involved in revising the vision, values and aims of the school and nursery (parental and pupil surveys, staff dialogue)	All staff	End Aug 2017	Survey for parents (created by DHT)	HT - documentation
	• Regular and robust moderation, self-evaluation, quality assurance and opportunities for professional dialogue facilitated through QA calendar (include peer evaluation)	All staff Calendar created by Leadership team	Calendar in place for start of session	Calendar	LT – dialogue and observations
All staff engaged in leadership opportunities and equipped with skills to do this well	• Opportunities for cross-cluster collegiate dialogue	Staff, facilitated by LT	Throughout session	Time allocation	All staff - GTCS
	• Areas for development identified through dialogue/moderation process and staff elect an area to lead.	As above	End Aug 2017	Depending on area for development	All staff with LT - dialogue
	• Time allocated within professional learning calendar for developments to be implemented/disseminated	LT	End Aug 2017	Time allocation	HT – calendar created
Increase attainment in numeracy and literacy and close gap through effective support and challenge	• Embed SEAL and colourful consonants	All staff	Throughout session	Resources specific to initiative (carpet, Velcro etc.)	Miss Bredin/ LT – QA and observations
CLPL is relevant and effective and fosters leadership of change	• Professional update on GTCS and 4-hours PRD • A range of CLPL opportunities (in-house, external, collegiate, professional reading) offered throughout the year	All staff LT	Throughout session As above	None Possible cost with courses chosen	Staff/LT - GTCS HT - GTCS
Innovative and creative practice in nursery and primary	• Leadership team facilitating and encouraging the reading of current local and national documents through time-allocation in WTA	LT	As above		HT/LT – GTCS/dialogue
NURSERY: Monitor and track progression of learning in the nursery	• Use progress trackers for all children	Nursery staff	On going	Tracker sheet templates	E.Young

Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)	Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)
• *To what extent does our school community have ownership of our vision, aims and values?* • *How effective are wee at nurturing creativity and innovation?* • *What strategies do we use to guide the strategic direction and pace of change? Is this carefully*	*Dialogue with parents/pupils reflects an understanding of the vision, aims and values.* *Annual calendar shows developments timetabled in.* *Observations show SEAL and Colourful consonants embedded and dialogue with children*

planned to ensure sufficient time for embedding improvements? • *How well do we create collaborative conditions for staff to learn with and from others through critical enquiry?* • *How effective are our approaches to planning for continuous improvement? How do we ensure a continued focus on improvement in outcomes for learners?* • *How well do all professionals know their responsibility within Professional Update with GTCS.* • *How well does PRD bring about improved outcomes for children and young people?* • *To what extent are all staff involved in leading learning across and beyond our school?* • *How effective are our approaches to collegiate learning? Are we using an appropriate range of approaches which enable us to learn with and from each other?* • *How effective is the leadership of curriculum development at all levels?* • *How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?*	*reflects their level of understanding around their learning.* *Practitioners all have dedicated leadership roles within the school which improves their skills, knowledge and understanding of improvement.* *Dialogues with staff shows an understanding of professional responsibilities in line with GTCS standards.* *Observations and dialogue with staff and pupils will show impact of professional learning, linked to PRD.* *Dialogue with staff* *Dialogue with staff* *QA/moderation/focus groups* *Summative assessment results, moderation*

Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY: Learning, teaching and assessment					
Area for development: Improve the quality of teaching and learning in order to raise attainment and close the attainment gap					

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
Effective cycle of planning, assessment, evaluation and tracking and monitoring in order to: meet pupils' needs through pace, support and challenge and progressive skills development.	• Curriculum rationale and design, involving staff, parents and children to reflect rural setting	LT	End Aug 2017 Aug 2017		LT - QA LT - QA
	• Planning policy launch, incorporating Highland planners for literacy and numeracy, Broad General Education bundles and Health plans	LT			DHT - QA
	• Outdoor learning to be embedded by all across the curriculum	All staff	March 2018	Outdoor Learning CAT Cost of loose parts play resources	LT – observations
	• Purposeful play introduced throughout the school	All staff	Jan 2018		LT – observations
	• Active learning integrated in all lessons	All staff	Oct 2017		
	• Support for identified children and Continuum of Support documents completed and used to direct support for learning and challenge	All staff	End Aug 2017		LT – QA
	• Benchmarks across all areas of the curriculum directing planned assessments (CAT session)	Sharon Agini Ann Telfer	Oct 2017	Benchmark docs	LT – QA
	• Tapestry initiative focussing on summative and formative assessment	All staff	Apr 2018		M.Ferguson
	• Literacy and numeracy targets in all jotters and are used to inform learning intentions	All staff	Aug 2017	Target sheets	LT – QA
	• Pupils involved in setting their own targets and engaging in regular dialogue about learning	All staff	Oct 2017		LT – dialogue with pupils
	• Online journals for all pupils (Class Dojo for primary, Online Journals for nursery)	All staff	Dec 2017	Online Dojo	LT – observations/dialogue
	• Professional dialogue (twice a year with LT) around moderation to track and monitor achievement	All staff with LT	March 2017		HT
	• Rigorous monitoring and tracking, recording and reporting systems in place for primary and nursery	All staff	Ongoing		LT
	• Nursery/school liasing effectively to ensure progression in learning	E.Young/P1 teachers	Dec 2017 All year		All staff – GTCS All staff – GTCS
Creative teaching and learning leading to engaged learners	• Audit of resources and environment, and develop use of open ended resources	All staff	Dec 2017		LT – observations
	• Peer observations and moderation focussing on creative learning approaches	All staff All staff	All year		All staff – GTCS LT – observations
	• Professional reading on problem solving and thinking skills, then incorporating these in termly plans	All staff All staff	Jan 2018 Oct 2017	Colourful Consonant resources	L.Bredin
	• Outdoor learning across the curriculum	All staff Louisa Bredin/Ann	March 2018		L. Bredin

Early intervention in literacy and numeracy	• Best practice visits to other schools • ICT across the curriculum with AAL being used appropriately • Introduce Colourful consonants in nursery and P1 • Embed SEAL from nursery to Primary 7	Telfer All staff	Oct 2017 Oct 2017 June 2018 Termly		
Parents as active participants in the child's learning and development	• Big Bedtime Read introduced in nursery and P1/2 • Online journals (Dojo) to include parental involvement • Let's Get Cooking initiative in Primary and nursery • Shared learning mornings/events in primary and nursery	Nursery/P1 staff All staff M. Ferguson All staff	Dec 2017 Oct 2017	Books, storage, bags Initiative training and resources needed	T.Aitken LT M.Ferguson LT – observation
Positive behaviours in school and in the community	• Restorative practices employed throughout school and nursery, with further training in line with Wellbeing indicators • Review behaviour policy in line with UNCRC rights and restorative practices	All staff All staff	Termly March 2018	L.Henderson to delivery further training	LT – observation All staff – documentation
Increased community involvement and business links	• Community coffee mornings • Develop business links with parental body/community and introduce World of Work events/visits	All staff All staff			All staff/LT – QA and observations
Nursery specific: Observations to have clear focus on learning	• Staff trained in carrying out effective observations • Observations with focussed learning language happening regularly	Nursery staff	Aug 2017 Ongoing	Hub training	E.Young

Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)	Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)
• *How effective are our approaches to collegiate learning? Are we using an appropriate range of approaches which enable us to learn with and from each other?* • *To what extent do we critically engage with research, policy sources and developments in learning and teaching?* • *To what extent are our approaches improving learning for all?* • *How much account is taken of local and national policy and guidance when agreeing the rationale and design for our curriculum?* • *Does the curriculum experienced by our learners reflect our rationale? How do we know?* • *To what extent does our curriculum promote equity and raise attainment for all children and young people?*	*Quality assurance of plans* *Timetables observations (peer and LT) followed by dialogue.* *QA of assessments* *Summative and formative assessment moderation* *Dialogue – key themes of policy embedded in curriculum design* *QA of plans and rationale show links* *QA of support for identified children, Continuum of Support, plans and assessments. CEM results show attainment increasing for all*

• *Do we have a shared understanding of what progression looks like?*	*Team moderation activities*
• *How well are children and young people involved in planning and identifying opportunities for personalisation and choice?*	*Observations and dialogue with children*
	Pupil focus groups
• *How well do our approaches to profiling develop children's and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning?*	
• *How well do we communicate the purpose of learning and give effective explanations for all learners?*	*Observations/dialogue with learners. Aware of LI and SC*
• *How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills?*	*Observations*
• *How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?*	*QA of planning, lesson observations*
• *How well do we use assessment tools and approaches to support the improvement of children's learning?*	*QA/observations/dialogue focussing on formative and summative assessments*
• *How effective are profiling processes across the school?*	*QA/dialogue/moderation*
• *How well does our curriculum planning meet the needs of different groups of learners?*	*QA of support for identified children, Continuum of Support, plans and assessments. CEM results show attainment increasing for all*
• *How well is assessment evidence used to inform teacher judgements?*	
• *Are opportunities to develop creativity skills evident across all areas of the curriculum?*	*Parent focus groups*
• *How well do we enable parents, carers and families and the local community to contribute to the life of the school and to be involved in school improvement?*	*Dialogue with staff/observations*
• *How well do all staff know and understand GIRFEC, the wellbeing indicators and the UNCRC rights of the child.*	*Summative assessment results, dialogue with stakeholders, moderation of learning*
• *How do we know the steps we have taken have improved outcomes for children?*	*Parent and pupil focus groups/observations*
• *To what extent is our school an inclusive learning environment?*	
• *How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?*	*Dialogue with pupils*
• *How well does our work with partners and businesses ensure positive outcomes for our young people?*	*Observations/summative assessment results/dialogue with pupils and parents*
• *How well are we removing barriers to learning and ensuring equity for all?*	

Plan for Additional Tasks

Additional Tasks	Responsibilities	SLT Point of contact
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Insert tasks which are noted as requiring development from SSES but are not focussed areas for improvement within the priorities above.
Schools should have internal procedures for planning and evaluating the impact of these developments.