



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.

How will we get there?

What?	Who?	When?	HGIOS 4
Share practice and experience of leadership learning within own schools	Teaching staff SMT	Aug – Dec 2016	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

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 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 2015-16

Continue to provide opportunities for Professional Learning to enhance quality of teaching and learning

Develop staff knowledge and confidence in effective use of the GIRFEC Pathway

How will we get there?

What?	Who?	When?	Links
Extend staff knowledge of SEAL planning, learning, teaching and assessment approaches beyond P1 and P2	SMT Class teachers CMO (Numeracy)	October 2016	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
Introduce GIRFEC Pathway – practice and procedures	SMT	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 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
Develop spelling and grammar pathway for all stages P1-P7	DHT PT	August / Sept 2016	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

Evidence we will gather and monitor:

- 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

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

How will we get there?

What?	Who?	When?	Links
Develop relationships between school staff, parents, family Support Worker and CLD link worker	School staff FSW CLD staff HT & PT	August 2016	2.5 Family Learning 2.7 Partnerships
Extend Family Learning opportunities beyond P1 & P2	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 life of school	Family Support Workers CLD staff School staff	August 2016 – June 2017	2.5 Family Learning 2.7 Partnerships
Continue to 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 resources and strategies used in learning and teaching	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.

How will we get there?

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
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

Increase awareness of HGIOS 4th Ed. and National Improvement Framework

Develop self-evaluation procedures based on HGIOS 4

How will we get there?

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

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

The development of our Curriculum

Next Steps

Develop an implementation plan for the introduction of a third language

Develop the provision of Interdisciplinary Learning to enable challenge, pace and application of learning across the curriculum

How will we get there?

What?	Who?	When?	Links
Embed current practice and continue to implement 1+2 strategy in line with authority guidance	SMT QIM Jan Cannon	August 16 – July 2020	2.2 Curriculum
Review planning of IDL learning	SMT Working Groups	August – September 2016	2.2 Curriculum 2.3 Learning, Teaching & Assessment 2.7 Partnerships 3.3 Increasing creativity and employment
Implement new format and style of planning and evaluate	All staff	October - June	1.1 Self Evaluation for self improvement 2.2 Curriculum

Evidence we will gather and monitor:

- Inspection and validated self-evaluation evidence.
- Learner feedback
- Improved application of skills across curriculum and beyond - observed

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

How will we get there?

What?	Who?	When?	Links
Share authority 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 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 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

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
- Discussions with pupils, parents and staff
- Notes from collaborate meetings