

School Improvement Plan 2017-18

West Linton Primary School

National Improvement Framework

The four key priorities of the NIF are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

The four key principles of the NIF are:

The following key principles should be considered in your improvement plan:

- ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan
- take an evidence-based approach, including careful analysis of data on children and young people's progress to plan targeted interventions
- focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy
- Consider both local and the NIF priorities when developing a plan that works for your children and young people.

Self-Evaluation Summary

'Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation' -HGIOS 4

2016-17 SIR	2017-18 SIP
3 Key Strengths	3 Improvement Needs (incl PEF)
<ul style="list-style-type: none">• Curriculum rationale further developed - bundling of experiences and outcomes embedded and children have strong voice in the planning of their learning. Children experiencing a wider variety of learning opportunities through whole school focus on outdoor learning, expressive arts and science at key points throughout the session• Collaborative working and learning opportunities for staff an established feature of practice.• A wide range of pupil achievement is regularly recognised and celebrated	<ul style="list-style-type: none">• Increased attainment in literacy - specifically spelling, grammar and punctuation• Increased attainment in numeracy - specifically problem solving• Development of high quality Personalised Learning Profiles which accurately reflect significant attainment and achievement in all aspects of a young person's life

Driving Excellence & Equity Priority 1:



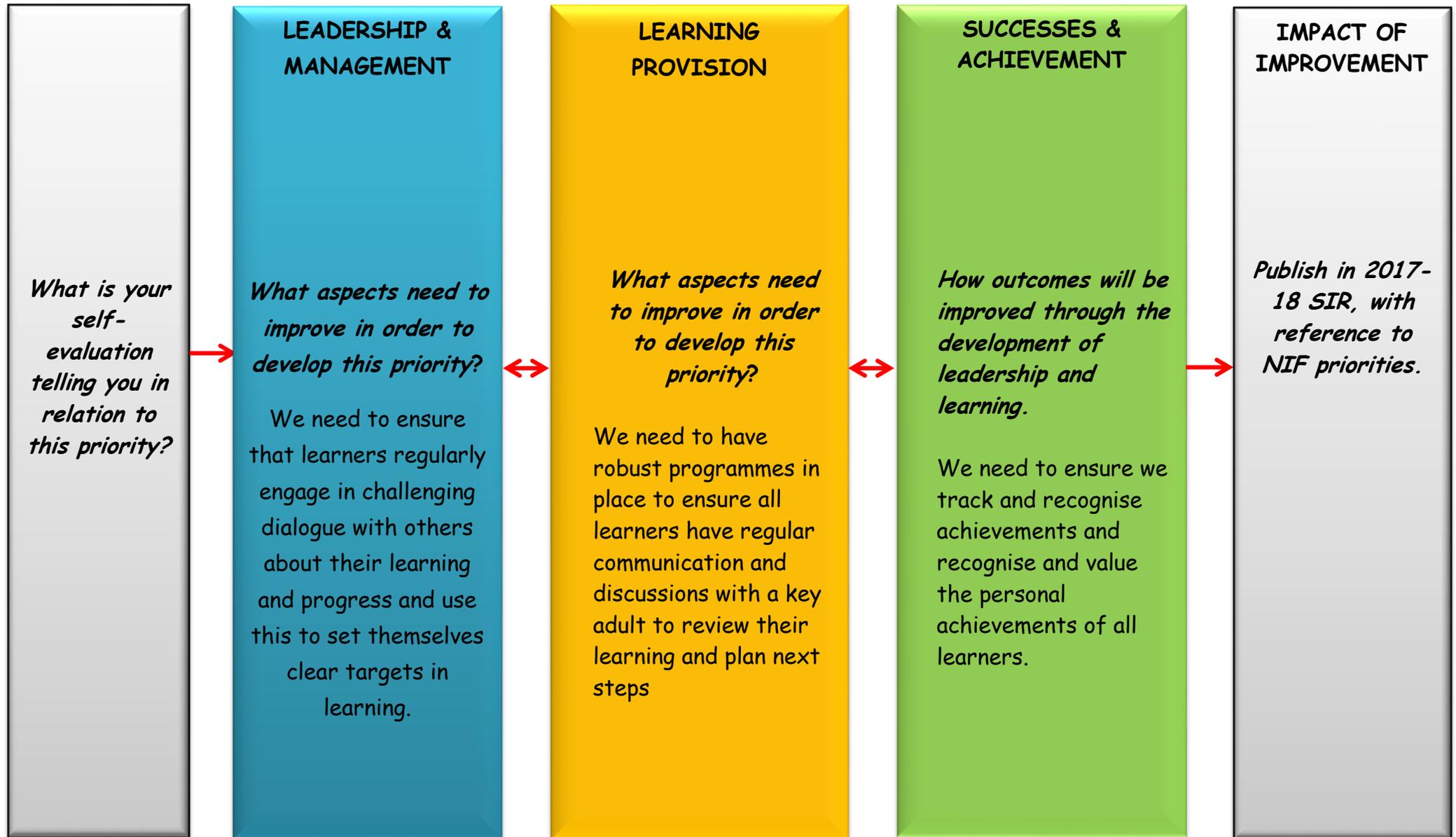
Excellence & Equity: Action Planner

2017/18

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>	
1	1.1 2.3 3.2	Assessment of children's progress	Improvement in attainment, particularly in literacy and numeracy.	Increased teacher confidence in the teaching of spelling. Improved learning experiences in this aspect of literacy. Improved pupil attainment for all over time. Narrowing of the attainment gap in this area of literacy.	
Process				Progress Tracker	
No. (Add/delete stages as necessary)		Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
1	What we are going to do. Analyse literacy data for session 2016-17	All staff	June 2017	Data analysed and key priorities identified.	
	Why we need to do it. To ensure effective use of data which informs our improvement agenda and leads to improved pupil attainment.				
2	What we are going to do. Train all staff in effective methods of teaching spelling.	PT with all staff	October 2017	All staff have completed series of training lessons with PT	

	<p>Why we need to do it.</p> <p>To ensure all staff have understanding of pedagogy and recognised good practice in the teaching of spelling.</p>				
3	<p>What we are going to do.</p> <p>Ensure programme of professional dialogue, modelling, peer observation, team teaching and observation is implemented throughout the session.</p>	All staff	October 2017 - May 2018	CAT, Inservice and peer observation timetabled throughout session to maintain focus on spelling.	
	<p>Why we need to do it.</p> <p>To ensure consistent standards and practice across the school and maintain focus on improved attainment in spelling.</p>				
4	<p>What we are going to do.</p> <p>Analyse literacy data for session 2017-18</p>	All staff	May 2018	Data analysed, progress recognised and key priorities identified.	
	<p>Why we need to do it.</p> <p>To measure impact of our professional learning and practice on attainment and inform next steps.</p>				

Driving Excellence & Equity Priority 2:



Excellence & Equity: Action Planner

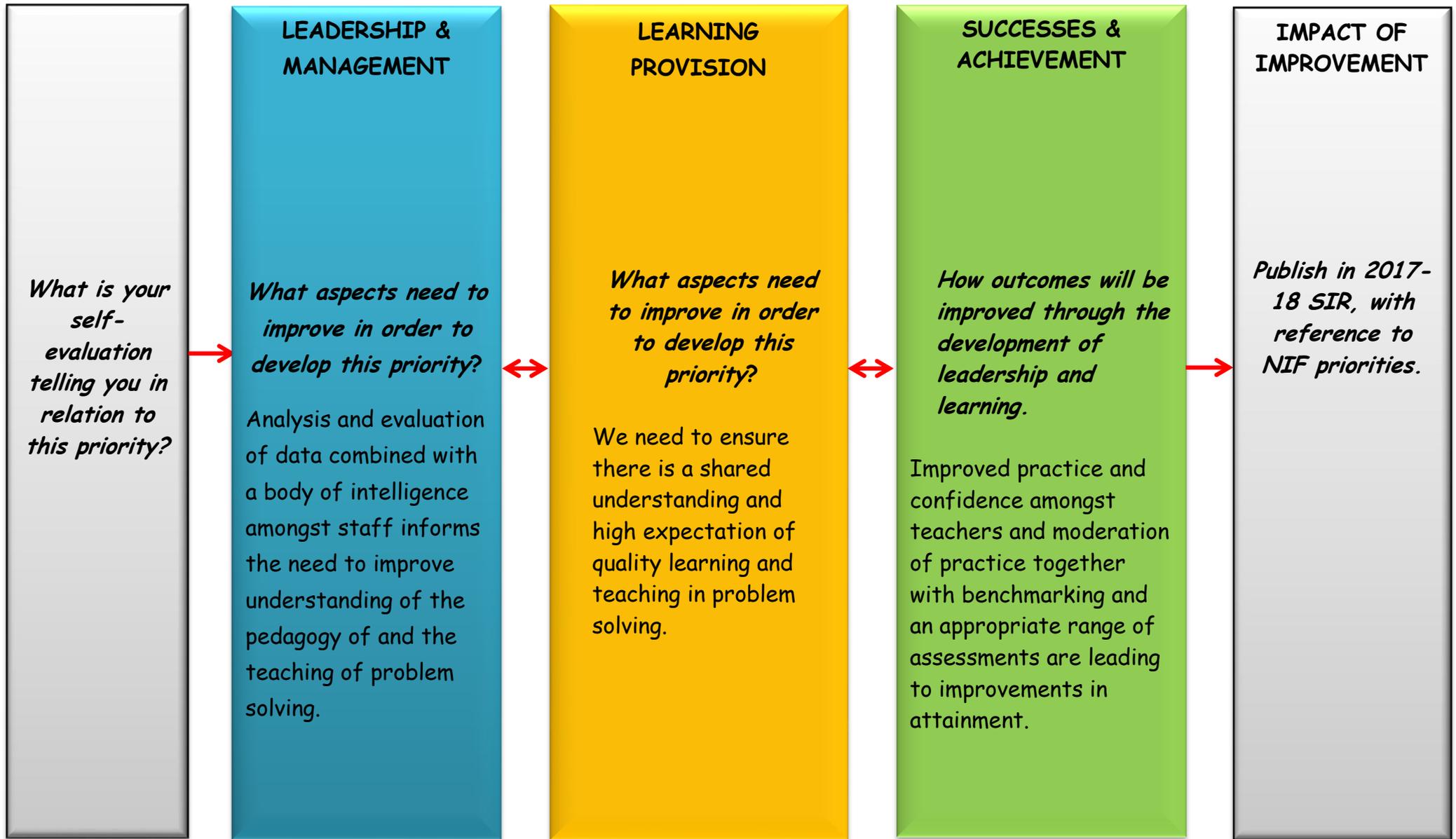
2017/18

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>		
2	2.4 3.2		Improvement in children's and young people's health and wellbeing.	Development of high quality Personalised Learning Profiles which accurately reflect significant attainment and achievement in all aspects of a young person's life		
Process				Progress Tracker		
No. (Add/delete stages as necessary)			Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
1	What we are going to do.		All Staff	August 2017	Guidance / set of standards produced for all PLPs.	
	Analyse data collected from stakeholders - parents, pupils and staff - about our current PLPs and those sampled and collaboratively produce guidance on the content of the PLPs.					
	Why we need to do it.					
	To ensure we have a shared understanding of the purpose of the PLP and shared expectation of the standard of PLP expected.					

2	What we are going to do. Provide regular moderation opportunities for practitioners.	All staff	Throughout session 2017-18	During moderation all staff can identify key features of effective practice as detailed in the standards (1).	
	Why we need to do it. To ensure consistency across all classes.				
3	What we are going to do. Staff monitor and evaluate use and impact of PLPs including contributions from families and outside agencies.	All staff	Throughout session 2017-18	Sampling of pupils and their work during session 2017-18 Contributions from a variety of stakeholders are evident in each child's PLP.	
	Why we need to do it. To ensure a wide range of pupil attainment and achievement is recognised, valued and recorded.				
4	What we are going to do. Ensure learners regularly receive high-	All staff	Throughout session	Sampling of pupils and their work during session 2017-18	

	<p>quality feedback on their progress in learning and what they need to do to continue to improve.</p>		<p>2017-18</p>	<p>Pupils can articulate the feedback they have received and are able to talk about what they need to do to continue to improve.</p>	
	<p>Why we need to do it.</p> <p>To ensure children understand how their achievements develop knowledge and skills for life, learning and work.</p>				

Achieving Excellence & Equity Priority 3: Pupil Equity Plan



Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>	
3	1.1 2.3 3.2	Assessment of children's progress	Improvement in attainment, particularly in literacy and numeracy.	Increased teacher confidence in the teaching of problem solving. Improved learning experiences in this aspect of numeracy. Improved pupil attainment for all over time. Narrowing of the attainment gap in this area of numeracy.	
Process				Progress Tracker	
No. (Add/delete stages as necessary)		Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
1	What we are going to do. Analyse literacy data for session 2016-17	All staff	June 2017	Data analysed and key priorities identified.	
	Why we need to do it. To ensure effective use of data which informs our improvement agenda and leads to improved pupil attainment.				
2	What we are going to do. Use benchmarks and significant aspects of learning together with identified good practice to develop teacher understanding and inform best practice in problem solving.	All staff	October 2017	Greater understanding and working knowledge of the benchmarks and SAoL amongst staff.	

	<p>Why we need to do it.</p> <p>We need to develop shared expectations of progression in problem solving to ensure pupils progress through and achievement of levels in this aspect of numeracy.</p>				
3	<p>What we are going to do.</p> <p>Ensure programme of professional dialogue, modelling, peer observation, team teaching and observation is implemented throughout the session.</p>	All staff	Nov 2017 - May 2018	<p>CAT, Inservice and peer observation timetabled throughout session to maintain focus on problem solving.</p> <p>Increased opportunities for staff to visit other practitioners to share good practice and improve.</p>	
	<p>Why we need to do it.</p> <p>To ensure consistent standards and practice across the school and maintain focus on improved attainment in problem solving.</p>				
4	<p>What we are going to do.</p> <p>Analyse literacy data for session 2017-18</p>	All staff	May 2018	Data analysed, progress recognised and key priorities identified.	
	<p>Why we need to do it.</p> <p>To measure impact of our professional learning and practice on attainment and inform next steps.</p>				

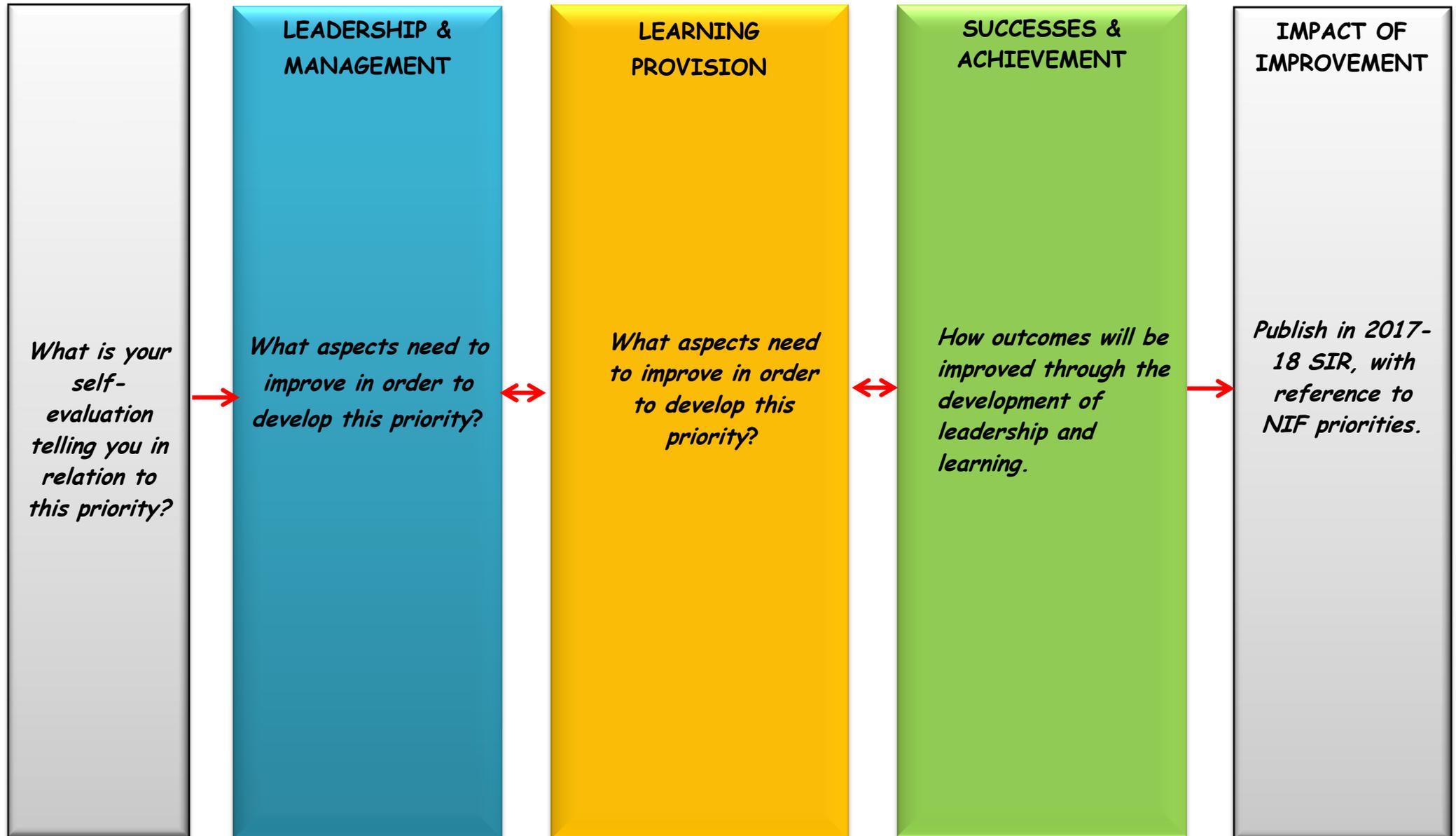
Self-Evaluation Summary – Early Learning & Childcare

For primary schools only.

‘Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation’ -HGIOS 4

2016-17 SIR	2017-18 SIP
Key Strengths	Improvement Needs
<ul style="list-style-type: none"> • <u>Indoor environment</u> continues to develop - use of loose parts / open ended resources to encourage and challenge children to think for themselves and develop independence. Children are given opportunities to explore, create and extend their own ideas and staff are increasingly developing their understanding of the role of the adult in facilitating play. • <u>Responsive planning</u> based on children's ideas and interests. Resources are tailored according to the cycle of observe, plan, do, review. Progress is captured in the children's PLPs with next steps to extend learning and develop skills where appropriate. • <u>Regularly consulting with the children</u> who know their views, ideas and requests are listened to and valued. This is a key strength and one which has informed our ELC Vision, Values and Aims statement, developed in consultation with both the children and their parents. 	<ul style="list-style-type: none"> • Increased involvement of the <u>children in reviewing their own learning and identifying next steps</u>. Ensuring the PLPs develop to increase ownership and provide opportunities for the children to review their progress and begin to develop an understanding of themselves as learners. • Develop our <u>outdoor learning environment</u> to reflect the same level of quality, opportunities and challenge that is currently provided indoors. • Seek ways in which to maximise opportunities for <u>professional staff development</u> using HGIOELC and collegiate ELC time.

Achieving Excellence & Equity Priority 4: Early Learning & Childcare



Excellence & Equity: ELC - Action Planner

2017/18

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>	
4	3.2 2.2 1.1		Improvement in attainment, particularly in Literacy and Numeracy	Develop outdoor learning environment to support progress in learning.	
Process				Progress Tracker	
No. (Add/delete stages as necessary)		Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
1	What we are going to do. Gather baseline evidence of current practice. Develop and produce guidance on promoting opportunities for children to review their learning. Use key worker system to ensure equity for all children. Use EYTT to facilitate and support developments.	DHT EYO EYTT All ELC Practitioners	Throughout Session 2017/2018	Baseline evidence at beginning of session to record current practice. Ongoing collegiate review and moderation of PLPs with particular focus on children's contributions to their learning as recorded in their PLPs. End of session feedback on guidance produced and self-evaluate for next session.	
	Why we need to do it. To ensure we increase opportunities for the children to use their PLPs effectively, share progress and achievements and develop the children as learners.				

<p>2</p>	<p>What we are going to do.</p> <p>Evaluate model of improvement used when developing our indoor environment and apply to development of outdoor environment.</p> <p>Provide opportunities for all staff to lead in different areas.</p>	<p>DHT EYO EYTT All ELC Practitioners</p>	<p>Throughout Session 2017/2018</p>	<p>Tracking of pupils by all staff when outdoors in order to build a clear picture of areas that are providing appropriate opportunities and challenge.</p> <p>Moderate interactions and track changes.</p> <p>Evaluate and reflect May 2018.</p>	
	<p>Why we need to do it.</p> <p>There is a clear need to provide the same high quality learning opportunities for children outdoors as is provided indoors.</p>				
<p>3</p>	<p>What we are going to do.</p> <p>Improve opportunities for staff to engage in meaningful professional development.</p> <p>Provide time for ELC practitioners to work in P1 classrooms to develop understanding of progression across Early Level.</p> <p>Make use of EYTT to facilitate whole staff meetings.</p> <p>Develop pedagogy through improvements to outdoor environment.</p>	<p>DHT EYO EYTT All ELC Practitioners</p>	<p>Throughout Session 2017/2018</p>	<p>Feedback from staff and professional dialogue between practitioners and teachers. Impact of improved understanding.</p> <p>Increased knowledge of progression across Early Level reflected in Skills mapping in ELC.</p>	

	<p>Why we need to do it.</p> <p>To ensure staff have opportunities to develop themselves as practitioners and maintain the consistent high standards our ethos and VVA promotes.</p>				
4	<p>What we are going to do.</p>				
	<p>Why we need to do it.</p>				

