



School Improvement Plan 2019-20

West Linton Primary School

INTRODUCTION - School Improvement Planning 2019-20

This document outlines West Linton Primary School's identified priorities for Session 2018/19 which will bring about continuous improvement of outcomes for our learners. It is firmly based on the rigorous self-evaluation of our provision, including the impact of the development work carried out during Session 2017/18. As well as the priorities documented herein we will:

- (i) Continue to review, develop and embed our Vision, values and aims (1.3 Leadership of Change)
- (ii) Complete Year 3 of the Building Resilience programme (2.4 Personalised support)

West Linton Primary School are also committed to the maintenance of the priorities in 2017-18:

- Raising attainment in spelling through the continuation of spelling intervention. (3.2 Raising Attainment)
- Continue to develop and moderate PLPs to ensure consistency of approach.

Tweeddale Cluster, within which West Linton Primary School operates, will:

- Improve mathematics provision across the cluster to ensure pupil progress and attainment.

Staff at West Linton Primary School will have opportunities to lead at both cluster and school level to address these priorities. (1.3 Leadership of Change.)

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

2018-19 SIR	2019-20 SIP
Key Strengths (including PEF and ELC)	Key Areas for Improvement (including PEF and ELC)
<ul style="list-style-type: none"> • Development of Vision, values and aims in collaboration with all stakeholders. • Curriculum development in French; continue to maintain in the coming years. • Fresh Start – PEF intervention for learners in P5-7 • PLPs for reporting to parents and developing pupils understanding of next steps in learning. 	<ul style="list-style-type: none"> • Emerging Literacies (Workstream 2) • Curriculum development of the cross curriculum bundles to align with vision values and aims and curriculum rationale. • Complete collaborative practitioner enquiry based on differentiation. (2019/20 and 2020/21)



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? Evaluative statement</i>	
1	1.3 – Leadership of change 2.3 – Learning, teaching and assessment 2.5 – Family learning 2.7 – Partnerships 3.2 – Raising attainment and achievement	Teacher professionalism, Parental Engagement, Assessment of Children’s progress	Improvement in attainment, particularly in literacy and numeracy.	<p>Increased teacher confidence in the assessment of early literacy skills. Teachers increasingly able to identify gaps and strengths contributing to progress in Literacy Our children will experience a developmentally appropriate literacy curriculum Increased numbers of children acquiring the necessary knowledge and skills to achieve Early level in Listening and Talking, Reading and Writing by the end of Primary 1.</p>	
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	<p><i>What we are going to do?</i></p> <p>As a school we will ensure key staff members attend Whole Day Training Event to Launch for Workstream 2 schools -4th June. Multi Agency Team organising the launch will carry out baseline survey/questionnaire to gather practitioner confidence levels in assessing progress through key aspects of early Literacy.</p> <p>As a school we will receive collated Practitioner Evaluations after each professional learning Network to provide feedback to the emerging Literacy Strategic Group and to SMT.</p>	James Cook Catriona McKinnon Emerging Literacy Multi Agency Group Early Years	Launch Day 4 th June for Workstream 2 schools.	<p>How are you going to know? – measure outcomes</p> <ul style="list-style-type: none"> Children will make appropriate progress within and through Early Level in all aspects of Literacy (School level Tracking) All P1 children assessed in Phonological Awareness, Oral Language, Concepts of Print and Pre-Handwriting. Fluid Groupings are informed by the Emerging Literacy assessment information and kept under constant review. P1 Teachers are providing appropriate differentiation. Children’s progress in key skills is tracked. Trackers for the key skill areas are used as a tool for ongoing learning, teaching and assessment; 	

	<p>Early Years team to continue to provide support for practitioners at Network events and within their own settings.</p>	<p>team</p>		<p>assessment is an ongoing process and the trackers demonstrate the progress children are making throughout the session.</p> <ul style="list-style-type: none"> • Developmentally appropriate differentiated learning experiences are evident through the learning experiences which have been planned for children in both ELC and P1. • Practitioners will be able to articulate the progress of individuals making use of effective assessment and tracking information. (Tracking and Attainment Meetings, Progress and Achievement Module within Seemis) Staff will be able to articulate the benefits of Networks and associated Professional Learning activity for their practice. • End of year questionnaire after final network demonstrates increased knowledge and confidence levels amongst practitioners. 	
<p>2</p>	<p><i>What we are going to do.</i> Multi Agency team will Support continued collaboration and Professional Learning Opportunities for Workstream 1 schools through centrally planned Networks and communication via established Glow Teams Page.</p> <p><u>Workstream 2 Schools- We will attend:</u> Network 1- 10th September - Phonological Awareness Network 2- 29th October – Pre-Writing Network 3 -12th November – Wee Talk Borders Network 4- 14th January – Concepts of Print and Achievement of a Level Network 5 -3rd March – Oral Language</p> <p>Primary 1 practitioners and SMT will continue to be supported through 2 Networks which will support practice,</p>	<p>Senior ELC staff, P1 teacher and named member of SMT</p>		<p>Increased sharing of approaches to planning, teaching and assessing all elements of Early Literacy.</p> <p>All staff involved will have attended Network Events.</p> <p>Network Evaluation Forms collated and key messages sent to WS1 and WS2 schools.</p> <p>Glow Teams page hosts Network content and relevant data</p> <p>More focussed transition plans for Literacy in place between ELC/P1 and P2.</p>	

	<p>data analysis, and whole-school pedagogy to taking a developmental approach to Emerging Literacy.</p> <p>For learners going into P2. Handover information will include progress learners have made within the 4 key areas of Emerging Literacy. As in ELC and P1, P2 teachers continue to address any identified gaps</p> <p>As a school we will look to make use of any content that is added as on-line content to SBC Literacy Hub (and Twitter)</p>				
	<p><i>Why we need to do it.</i></p> <p>Hosting content and materials on-line will support consistency of message and sustainability for settings where there is a changeover in key personnel ensuring our children continue to benefit from high quality research informed pedagogy.</p> <p>With practitioners and senior managers within schools working collaboratively, whole school approaches to Literacy and priorities can be planned and delivered in a more sustainable manner.</p>				
<p>3.</p>	<p>As a school we will provide family Learning opportunities for Primary 1 families to understand the school's approach to Emerging Literacy.</p> <p>As a school we will provide whole school sharing of information following the Launch Day to ensure clarity over whole school message and to help understand what taking a developmental approach entails.</p>	<p>School staff involved in Networks</p>	<p>Before Jan 2020</p>	<p>Monitoring of attendance at any organised school level family learning sessions</p> <p>ELC and P1 Families are aware of the strengths and skills gaps of their children. Families of ELC sand P1 aware of how they can support their child in their development of foundational reading and writing skills.</p>	

What is your self-evaluation telling you in relation to this priority?

Development required in school community leading to unique features and rationale of curriculum.

Development required in ensuring progression in learning (knowledge, understanding and skills.)

LEADERSHIP & MANAGEMENT

What aspects of these Q.Is need to improve in order to develop your priorities?

1.3 – Strategic planning and continuous improvement

LEARNING PROVISION

What aspects of these Q.Is need to improve in order to develop this priority?

2.2 Rationale and design

2.2 Development of our curriculum

2.2 Skills for learning, life and work.

SUCSESSES & ACHIEVEMENT

How outcomes will be improved through the development of leadership and learning .

3.2 – Overall quality of learners' achievements

3.3 – Increasing employability skills

IMPACT OF IMPROVEMENT

Publish in 2018-19 SIR, with reference to NIF priorities .

Progression in Curriculum Bundles Action Planner

2019-20

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	1.3 – Leadership of change 2.2 - Curriculum 2.3 – Learning, Teaching & Assessment 3.2 – Raising Attainment and achievement	Teacher’s professionalism Assessment of children’s progress	Improvement in attainment	<ul style="list-style-type: none"> All staff are given the opportunity to be creative and critical about our curriculum All children have a progressive curriculum aligned with Curriculum Rationale and Vision, values and Aims The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of our learners. Learning pathways support children to build on their prior knowledge and are based on the principles of curriculum design. Staff, pupils and partners can refer to skills being addressed as part of 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	<i>What we are going to do.</i> Revisit and refresh Cross Curricular bundles for Year 2.		HT/ DHT/ PT Class teachers Pupil focus groups	Term 1 & 2	Pupil questionnaires – Pre development (Primary 5-7) CAT session notes and changes Stage meeting minutes Staff questionnaire re: Curriculum Bundles	
	<i>Why we need to do it.</i> To ensure progression within the bundles To identify Interdisciplinary opportunities/ activities To avoid repetition of learning across year/ stages					

2	<i>What we are going to do.</i> Revisit our Curriculum Rationale and Vision, values and aims and ensure they align with our curriculum bundles.	HT/ DHT/ PT/ CTs/ ANAs	Establishment phase August/ September Through bundle development in Term 1	A shared curriculum rationale will be in place and shared in all classes. Stakeholder engagement to be completed at Meet the Teacher Event in September.	
	<i>Why we need to do it.</i> To ensure of curriculum is individualised and relevant to our school. To ensure that our curriculum rationale and vision, values and aims are embedded in all learning.				
3	<i>What we are going to do.</i> Identify key skills being developed across curriculum bundles	HT/ DHT/ PT/ CTs	Term 3	Skills will appear on the Curriculum Bundle planners Staff will feel confident in the progression within a particular skill. Pupils will be able to identify and name the skills they are using/ developing through their cross curricular learning.	
	<i>Why we need to do it.</i> To promote skills based learning				

What is your self-evaluation telling you in relation to this priority?

Further investment in professional development and practitioner enquiry.

Consideration to be given to differentiation and pace of learning.

Further investment to be considered for resourcing to promote equity.

LEADERSHIP & MANAGEMENT

What aspects of these Q.Is need to improve in order to develop your priorities?

1.2 – Impact of career-long professional learning.

1.5 – Management of resources and environment for learning

LEARNING PROVISION

What aspects of these Q.Is need to improve in order to develop this priority?

2.2 Learning pathways

2.4 Universal support

2.4 Targeted support

SUCCESSSES & ACHIEVEMENT

How outcomes will be improved through the development of leadership and learning .

3.2 – Attainment in literacy and numeracy

3.2 Equity for all learners

IMPACT OF IMPROVEMENT

Publish in 2018-19 SIR, with reference to NIF priorities .

Differentiation Professional Enquiry Action Planner 2019/20 & 20/21

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	1.2 – Leadership of learning 1.5 – Management of resources to promote equity 2.2 - Curriculum 2.4 – Personalised support 3.2 – Raising attainment and achievement	Teacher professionalism School Improvement	Improvement in attainment, particularly literacy and numeracy	<ul style="list-style-type: none"> All staff will develop and use knowledge from literature, research and policy sources to support the process of leading and developing differentiation. All pupils will have a range of resources to support and challenge at all levels of learning. Pupils know their individual learning targets and next steps to ensure personal progression. To ensure all tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for learners. All pupils attain their best based on assessment evidence collected being used formatively. 		
Process				Progress Tracker		
No. (Add/delete stages as necessary)			Key people	Timescale/ Deadline	Measures of Success: <i>the planned impact and how will we know</i>	Date reviewed
1	What we are going to do.		Valerie Drew (University of Stirling) HT/ DHT/ PT/ CTs	Introduction - August inservice (TBC) Ongoing throughout CAT sessions in 2019/20	How do you intend to measure success? <ul style="list-style-type: none"> Pre and post questionnaire Attainment information Classroom visits focused on differentiation 	
	Complete Collaborative Professional Enquiry on the subject of differentiation.					
	Why we need to do it.					
	To ensure develop our knowledge from evidence of the methods of differentiation that have the highest impact on learning.					
	To begin to implement these into our practice.					

2	<p>What we are going to do.</p> <p>Ensure all pupils are clear of learning targets and next steps in learning.</p>	HT/ DHT/ CTs/ ANAs	Ongoing throughout the school year.	<ul style="list-style-type: none"> • Targets will be visible in PLPs, IEPs, CSPs, Group learning targets • Targets will be aligned with curriculum overview each term. • Targets will align with assessment criteria e.g. Scottish Criterion Scale in Writing. 	
	<p>Why we need to do it.</p> <p>To ensure objective focused learning and teaching.</p> <p>To ensure all pupils are aware of how to improve in their learning.</p> <p>To continually support pupils in their targets for learning.</p>				
3	<p>What we are going to do.</p> <p>Engage with transfer information, attainment data, socio economic data and staged intervention data for own class and consider differentiation required in literacy & numeracy.</p>	HT/ DHT/ PT/ CTs/ ANAs	August Inservice day	<ul style="list-style-type: none"> • Planned learning will be appropriate to need based on attainment data over time. • Pupils will 'hit the ground running' in August on return to school. • Interventions for equity (including support for learning) will be planned and resourced to begin after Establishment Phase. 	
	<p>Why we need to do it.</p> <p>To ensure our pupils continue to work towards the Scottish Government stretch aims of 85% achievement at early, first and second level in literacy and numeracy.</p> <p>To have an excellent working knowledge of the pupils in our classes, their individual needs and abilities to ensure raised attainment and achievement.</p>				

4	<p>What we are going to do.</p> <p>Analyse assessment data and attainment information at crucial points in the school year and moderate this information with reference to benchmarking documents.</p>	HT/ DHT/ PT/ CTs/ ANAs	At points of assessment throughout 2019/20, 2020/21.	<ul style="list-style-type: none"> • Trends in MUMPS, Big Writing Assessments, SHANARRI assessments, Reading assessments from each level will become a focus for planned teaching in literacy and numeracy. • Pupil targets and next steps will be based on trends in assessments. • Achievement of a level data will be focused on Benchmarking for literacy and numeracy. 	
	<p>Why we need to do it.</p> <p>To promote a shared understanding of attainment and achievement of a level.</p> <p>To ensure a range of assessment evidence is collected and informs improvements.</p>				