

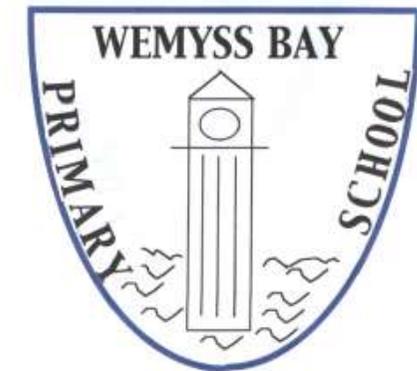
# Education – Improvement Planning Document

Establishment Name:

Wemyss Bay Primary School and Nursery Class

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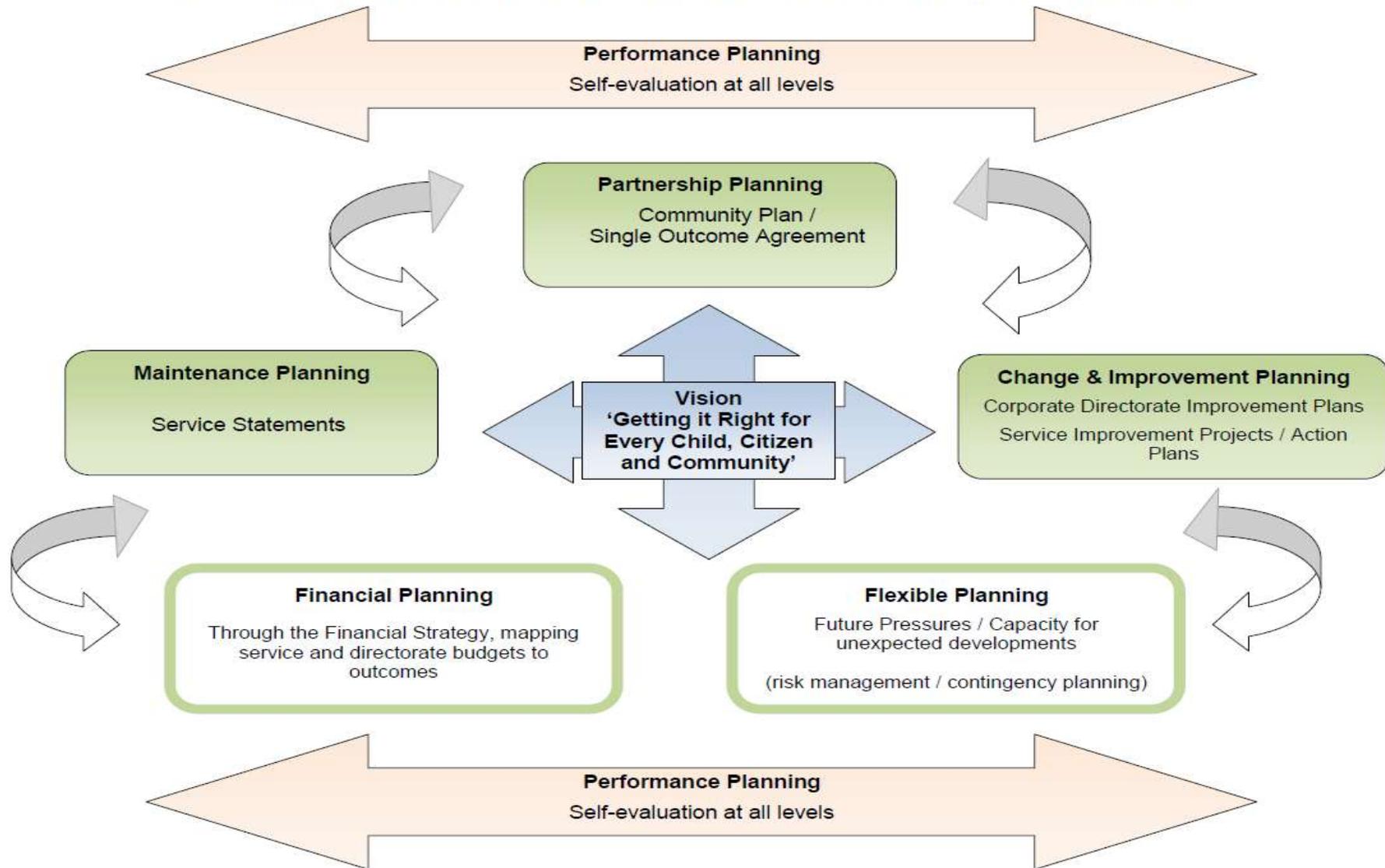


Signatures:

Head of Establishment	<i>Elaine Montgomery</i>	Date	<i>September 2015</i>
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Quality Improvement Officer	<i>Sheena Beaton</i>	Date	<i>September 2015</i>
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# Planning for Delivery and to Secure Improvement



## An Inverclyde Educational Establishment Improvement Plan will:

- ✓ share, articulate and take action on a vision
- ✓ ensure that aspirations lead to actions
- ✓ address the most important issues and make sure we “do the right things”
- ✓ show that we involve staff and other partners in our work
- ✓ demonstrate innovation in our thinking
- ✓ be accountable, open and transparent
- ✓ focus on outcomes and improvement

# Our Vision, Values and Aims

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## **Vision**

Our vision is that Wemyss Bay Primary School and Nursery Class will be a happy, ambitious and effective learning community where everyone works together to 'Get it Right for Every Child'.

## **Values** *\*to be revisited and reviewed during Year 1*

- Be all you can be
- Everyone is equal
- Show care towards others
- Look after our school

## **Aims**

To actively develop our children's skills and knowledge to enable them to become successful learners.

To provide regular, planned opportunities for our learners to gain confidence in their abilities and in sharing their opinions.

To support all members of our school community to make effective contributions within their learning and to all aspects of school life.

To provide our children with the knowledge and social skills to enable them to be responsible citizens within our school and local community.

To create an environment where everyone is safe, nurtured and respected, is encouraged to be healthy, active and responsible, is challenged to achieve and where equity of opportunity is a priority to enable everyone to be included.

# Summary of Self Evaluation Process

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## **1. How we carried out our self-evaluation and involved our stakeholders**

Regular self- evaluation activities linked to HGIOS 3/ Child at the Centre 2/ National Care Standards quality indicators involving all staff groups identified areas of strength on which to build and areas in need of development.

Pupils were consulted at pupil council meetings, at 'Big Meetings' – involving mixed age groups and at whole school assemblies.

Parents and carers were engaged through discussion at Parent Council and through questionnaires which targeted specific areas identified by the staff or pupils.

Feedback from partner agencies and local community groups was also considered.

## **2. Overview of the main findings from our self-evaluation**

Analysis of PIPS data and staff and parental evaluation indicates that raising attainment in reading is an immediate priority.

Embedding of PRPB policy and restorative approaches is required to ensure consistency of approach throughout the school.

The revisiting and redefining of school values was identified as a way to build community and develop a positive ethos as the school enters a new phase following a change in leadership.

Curriculum development priorities were identified as Science and French and curriculum planning, tracking and monitoring procedures were highlighted as requiring review and refining.

Work is required in promoting and encouraging parental engagement and involvement in children's learning.

## Nurturing Inverclyde

### Successful Learners

### Confident Individuals



### Effective Contributors

### Responsible Citizens

## 3 Year Overview of Priorities

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The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the Wellbeing Indicators.

Our Improvement Priorities extend from Year 1 – Year 3. Each priority has been coded accordingly:

Year 1	Session 2015-2016	(1)
Year 2	Session 2016-2017	(2)
Year 3	Session 2017-2018	(3)

In addition to our Improvement Priorities, there are also aspects of our work which are ongoing – work that is significant, but nonetheless can be classified as “Business As Usual”. Such aspects of work have been coded as:

Maintenance (M)

Our Year 1 Action Plan follows the overview.

**Achieving**

Raising Attainment for All - Reading & Mental Maths (1)  
 Review/refining of planning (1), tracking and monitoring (2-3)  
 Upskilling teachers in delivery of science – Cluster priority (1)  
 Joint Nursery/P1 planning and working (1)  
 1+2 Languages – embedding of French (1)

**Nurtured**

Implementation of Named Person (1)  
 Implementation of GIRFEC Pathway (1)  
 Use of 'Building the Ambition' to evaluate practice – Nursery (1)  
 Development of nurture room/programme (2)

**Healthy**

Implementation of 'Setting the Table' in Nursery (1)  
 Development of bank of partner agencies to support delivery of HWB curriculum (2)  
 Development of progressive HWB programme (3)

**Active**

PE Champion – Skills based PE programme (2)  
 Programme of activities – lunchtimes and after school supported by teaching staff and/or Active Schools (M)

Getting it Right  
for Every Child,  
Citizen and  
Community

**Safe**

PRPB – Parental engagement/involvement (1)  
 Development of parental engagement/ involvement in children's learning and school life (including nursery class) – parent/carer perspective (1)

**Respected**

Values development across whole school community (1)  
 Whole school including nursery working towards Rights Respecting Schools Level 2 Accreditation (M)

**Included**

Child's Plan Training - MT (1) Implementation (1/2)  
 Leadership Development via Football Programme developed with Active schools extended to support identified pupils (M)

**Responsible**

Pupil involvement in wider school life via pupil groups and class/individual responsibilities (M)  
 Development of parental engagement/ involvement in children's learning and school life – pupil perspective (1)

# Action Plan – Year 1

<b>Focus Area: GIRFEC</b>						
<b>1. GIRFEC Pathway/Child's Plan/ Named Person</b>						
<b>Where are we now?</b>	<b>Where do we want to be?</b>	<b>How will we get there?</b>	<b>When will we get there?</b>	<b>How will we know?</b>	<b>Who will lead?</b>	<b>Which partners will be involved?</b>
Staged Assessment & Intervention embedded. All pupils at stage 3 of this process have IEPs. GIRFEC Pathway and Named Person awareness raising underway.	GIRFEC Pathway introduced. All pupils requiring enhanced universal or targeted support will have an individual Child's Plan and Named Person.	Management team training: in creating children's plans using SEEMIS and on Inverclyde GIRFEC Pathway. Introduction of Named Person Service.	Individual Child's Plans will be in place by February 2016 GIRFEC Pathway and Named Person Service by August 2016	Child's Plans will be being used to identify support, to inform transitions and as a basis for multi-agency working for pupils requiring enhanced universal or targeted support.	HT and DHT as ASN Co-ordinator	Psychological Services School Health Social Work Home Link workers Outside support agencies
<b>2. Positive Relationships Positive Behaviour Policy</b>						
Staff have had training in restorative approaches to behaviour management but Implementation is not yet consistent	Staff will implement approach consistently Parents will have an understanding of restorative practice and support its use	Further training for staff Parental engagement developed through parent council/ information sessions/leaflets	Work will be carried out by June 2016 but cultural shift will take longer to embed	Fewer behaviour referrals to MT as staff are empowered to deal with issues independently Fewer parental concerns as trust develops	GIRFEC Champions	Psychological Services Parent Council

3. Values development						
Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>In light of new leadership and a new phase in the school's life the current values statements need to be reviewed ensure that they reflect the school community's current position.</p> <p>A wide range of behaviour incentive schemes were in place – staff and pupils have indicated a desire for these to be simplified and made more meaningful.</p>	<p>Clearly defined values developed in consultation with stakeholder groups will be in place. Stakeholders will have a shared understanding of how these values will be demonstrated in the daily life of the school. The values will provide a clear framework of reference for the appropriateness/ inappropriateness of behaviours during restorative conversations. Awards/ incentives will be valued by all.</p>	<p>Engagement with staff, pupils, parents, carers and visitors to establish what our core school community values should be. Sharing of the values and the associated behaviours that will demonstrate them throughout the school community via presentations, assemblies, leaflets, website etc. Introduction of streamlined awards/incentives system in response to self-evaluation.</p>	<p>By December 2015</p> <p>By June 2016</p> <p>By August 2015</p>	<p>Stakeholders will be able to articulate the adopted values, what they mean and demonstrate them in their interactions in school. Pupils will behave well as a result of clear expectation rather than to gain an incentive. Awards will be valued by all as they will have to be earned by effort in pursuit of the four capacities of Curriculum for Excellence.</p>	HT	<p>Parent Council Peripatetic staff Visiting partner agencies</p>

4. Nursery – ‘Building the Ambition’						
Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
Staff are aware of the ‘Building the Ambition’ document and its contents. SEYECO has had training in its implementation.	All staff will have fully engaged with ‘Building the Ambition’ and are using its contents to evaluate and develop their own practice and that of the nursery class as a whole.	Training for other staff members will take place throughout the session. SEYECO will lead in house training. At each monthly nursery meeting an aspect of Building the Ambition will be discussed, current practice evaluated and a short term action plan developed to implement improvements.	By June 2016  Ongoing throughout this session and beyond.	Staff can confidently discuss the contents of ‘Building the Ambition’ and relate it to their practice. The ethos and practice implications of ‘Building the Ambition’ will be apparent in our nursery class through its procedures, the attitudes and practices of staff and will be reflected in the evaluations made by parents/carers and the children.	Senior Early Years Education and Childcare Officer (SEYECO) <i>Mrs Gartley</i>	‘Building the Ambition’ Training Providers Linda Wilkie Audrey Pope
5. Nursery – ‘Setting the Table’						
Previous nutritional guidelines were followed.	Practice is developed to ensure that all guidelines are followed.	Nursery and Kitchen will engage with guidelines and develop and carry out an action plan	By September 2015	All practice guidelines are being followed regarding snacks and lunches.	SEYECO <i>Mrs Gartley</i> Cook in Charge <i>Mrs Conway</i>	School Meals Service <i>Lee</i>

Focus Area: Raising Attainment for All						
1. Literacy -Reading						
Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
Reading attainment is good but PIPS data indicates it is significantly below maths attainment which is very good at all stages	Reading attainment is at least as good as maths and this is reflected in PIPS results	Review of resources, pedagogies and Programmes. Improvement groups to develop consistent approaches to the teaching of reading. Reciprocal reading to be developed in P4-P7.	By October 2015  By June 2016  By June 2016	There will be consistency of approach to the teaching of reading within levels. Literacy planning will show skills progression across the levels. Reciprocal reading approach will be embedded.	HT - overall  <u>Improvement Group Leaders</u>  <i>Mrs Kane</i> (Early Level) <i>Mrs Miller</i> (First Level) <i>Miss Munro</i> (Second Level)	Cluster Literacy Co-ordinators
2. Numeracy –Mental Maths						
All classes engage in mental maths practice but strategies are not consistently taught at present	All classes are taught, and are given regular opportunities to practice, mental maths strategies.	Engagement with and implementation of Dumfries and Galloway Mental Maths Strategies in line with cluster partners	By June 2016	Pupils at all stages are able to select and implement appropriate mental maths strategies in response to a problem.	HT/ Maths Co-ordinator (to be confirmed)	Cluster HTs/ Inverclyde Academy Maths PT/ Primary School Maths Co-ordinators

3. Nursery/P1 joint planning/working						
Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
P1 teacher to carry out nursery input identified and familiar with nursery planning. Some joint work on curriculum coverage completed – Science, RME and Social studies.	Nursery and P1 staff planning together across Early Level of CfE. P1 Teacher working with all pupils in nursery in literacy or numeracy on a weekly basis to raise attainment. Nursery staff to be supported in literacy and numeracy activity development by working with P1 teacher on planning and delivery.	Time allocated for weekly joint planning. Two weekly sessions planned for P1 teacher in Nursery to ensure all nursery pupils have access. Input to be planned and delivered by P1 teacher in phonological awareness and early reading skills in literacy and in number recognition and early counting skills in numeracy. Input to be evaluated by all involved.	By August 2015  By September 2015  Throughout the session  By June 2016	Nursery planning will include input from P1 Teacher. Assessment of pupils at transition to P1 will show raised attainment in literacy and numeracy. Next session nursery staff will confidently plan appropriate and effective literacy and numeracy activities that support attainment in the areas covered by the P1 teacher during this session using what they have learned.	P1 Teacher <i>Mrs Kane</i> SEYECO <i>Mrs Gartley</i>	

4. Parental Engagement						
Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>Historically attendance at curriculum events for parents has been low.</p> <p>Attendance at social events is much higher.</p> <p>Parental support in ensuring homework is completed is variable.</p>	<p>More parents attend curriculum events and consequently have a better understanding of what and how their children learn.</p> <p>Attendance at social events remains high and engages the wider community when appropriate.</p> <p>All pupils complete homework tasks within prescribed timeframes.</p>	<p>All classes will have individual curriculum events to support parents in helping their children learn.</p> <p>All classes will lead an assembly followed by a Fairtrade coffee morning attended by their parents.</p> <p>Curriculum events will be both during the day and in the evening to give families a choice.</p> <p>Homework policy to be reviewed to support parents in helping their children to complete tasks.</p> <p>Regular social/ learning events will continue.</p>	<p>By June 2016</p> <p>These approaches will be trialled throughout the session 2015/2016</p> <p>Parents/ Carers will be asked for feedback at the end of the session to inform our next steps.</p>	<p>The numbers of parents attending curriculum/learning events will increase.</p> <p>Feedback from parents/carers will be positive.</p> <p>All pupils will complete homework tasks on time and to the standard that they are capable of independently.</p>	HT	Parent Council

## Focus Area: Curriculum Development

### 1. Science (Cluster Priority)

Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>Science is well resourced. There is some inconsistency in quality of delivery.</p>	<p>Teachers skilful and confident in science delivery. There is a progressive skills based science programme in place.</p>	<p>In school science mentor working with cluster colleagues will be trained and supported by SERCC to deliver CPD input. Improvement groups will develop science programme at each level. Resources will be extended by bidding to Edina Trust for funding.</p>	<p>By June 2016  October In-Service Day dedicated to a cluster Science CPD event involving SERCC and our cluster science mentors</p>	<p>There is a progressive skills based science programme in place. Monitoring of both planning and teaching of science evidences consistency of approach and assessment outcomes show a rise in attainment levels.</p>	<p>Science Mentor/ Co-ordinator <i>Miss Giambattista</i></p>	<p>SERCC Edina Trust Cluster science mentors</p>

2. 1+ 2 Languages – French (M)						
Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>All classes have introduced French into their classrooms but not all use it daily. A training update on the Power Language Platform and some of the activities it promotes was given by Jan Cannon in May. A trial of Cyber Coach French is in place until November.</p>	<p>All classes use French as part of their daily routine. There is progression in terms of vocabulary and complexity of language structure from nursery to P7. Staff are confident in speaking and teaching French and in the use of the PL Platform</p>	<p>Staff CPD – in line with PRD plans. Sharing of practice – level meetings. Evaluation of planning and classroom practice. Peer mentoring ongoing throughout the session. French Focus day – whole day focus on French language and culture.</p>	<p>By June 2016</p>	<p>Staff and pupils from nursery to P7 confidently using some French on a daily basis. Pupils can articulate some knowledge of French culture. Classroom displays show evidence of vocabulary development.</p>	<p>1+2 Languages Co-ordinator (to be confirmed)</p> <p><u>Peer mentors</u>  <i>Miss Giambattista</i>  <i>Mrs Buchanan</i></p>	<p>Jan Cannon, Authority 1+2 languages co-ordinator</p>