

# Improvement Plan August 2016

**School Priority 1  
GIRFEC - Building a  
Nurturing Learning  
Community**



**School Priority 2  
Excellence Through  
Raising Attainment  
in Literacy and  
Numeracy**

**School Priority 3  
Visible Learning –  
Developing  
Assessment Capable  
Learners**

**Additional ASG  
Priorities -  
Science & STEM  
1+2 Modern Languages  
Transitions**

**[See ASG Plan]**

# Bilston Primary School Strategic Model 2016/2017

Scotland's Vision for Education	Scottish Government's Purpose - To focus government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth				
	National Outcomes Our young people are successful learners, confident individuals, effective contributors and responsible citizens	Our children have the best start in life and are ready to succeed	We have improved the life chances for children, young people and families at risk	We have tackled the significant inequalities in Scottish society	Our public services are high quality, continually improving, efficient and responsive to local people's needs
	National Vision for Education – Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.				
	National Improvement Framework Priorities Improvement in attainment, particularly in literacy and numeracy	Closing the attainment gap between the most and least disadvantaged children	Improvement in children and young people's health and wellbeing	Improvement in employability skills and sustained, positive school leaver destinations for all young people	
Midlothian's Vision for Education	Our vision is to provide the highest quality inclusive education and learning for all young people and families in Midlothian. To realise this vision this we will: Give all our children the best possible start in life, providing a nurturing and inclusive learning environment; Ensure that every young person has the opportunity to be a successful learner, confident individual, responsible citizen and an effective contributor; Work with our communities to promote high expectations which deliver the best educational outcomes for all learners; Celebrate diversity, reduce inequalities and remove barriers to learning. We aspire to deliver a world-class education system in Midlothian through a relentless focus on achieving better than our previous best.				
	Strategic Outcomes – Excellence through raising attainment: Raise attainment in literacy, numeracy	Close the Gap: Achieve equity by close the gap between the most and the least disadvantaged children	GIRFEC: To improve children and young people's health and wellbeing including the implementation of the named person	Positive destinations: Continue to improve employability skills and sustained, positive destinations for all young people	
Bilston's Vision for Education (draft)	Our vision is for Bilston to be a strong, cohesive, caring learning community, committed to delivering learning experiences of the highest quality, where everyone works together to improve life chances for all children.				
	School Priority 1 – GIRFEC  -Building a Nurturing Learning Community	School Priority 2 – Excellence Through Raising Attainment / Closing the Gaps  - Literacy - Maths & Numeracy	School Priority 3 – Visible Learning  - Developing Assessment Capable Learners	Additional ASG Priorities -  - Science & STEM - 1+2 Modern Languages - Transitions	

## **School Priority 1 – GIRFEC : Building a Nurturing Learning Community**

	<b>Action – What will be done</b>	<b>By Whom</b>	<b>Milestones</b>	<b>Indicators of Success</b>
1	<p><b>Whole staff discussions held to enable staff to begin to discuss, plan, develop and shape our inclusive ethos.</b> Staff will work together to focus on strategies/approaches that will begin to establish the ethos and learning environment of Bilston Primary.</p>	All staff	Ongoing throughout 2016/2017	<ul style="list-style-type: none"> <li>✓ A positive, nurturing, inclusive ethos and learning environment will be established where all children and adults can thrive and achieve.</li> </ul>
2	<p><b>Establishing and sharing the Vision and Values of Bilston Primary.</b> Through a series of discussions and workshops with children, staff and parents/carers and the wider community, we will form and establish our vision and values for our school.</p>	All Staff/Children/ Parents and Carers	By October 2016	<ul style="list-style-type: none"> <li>✓ All stakeholders – children, staff, parents, carers and the wider community will all share a common understanding of and commitment to Bilston Primary’s vision and values.</li> </ul>
3	<p><b>Embed a culture of care, nurture and support in Bilston.</b></p> <p>Nurture group work Individual behaviour support work Dinosaur School Play Therapy Whole school positive behaviour management system in place Script work to develop self-regulation strategies Playbox Therapy Initial work in Growth Mindset work (linked to VL priority)</p>	All staff – teaching, support and auxiliary	Ongoing throughout 2016/2017	<ul style="list-style-type: none"> <li>✓ Children will be secure, confident, nurtured, supported and achieving and able to access the curriculum constructively and effectively.</li> <li>✓ A comprehensive and sustainable programme of support will be in place for individuals and groups to access on an ongoing basis.</li> <li>✓ All staff use a common language to identify, recognise, praise and support positive behaviour.</li> <li>✓ All staff use a common approach to managing <b>all</b> types of behaviour and offer appropriate and constructive support to all children in developing self-regulation strategies.</li> <li>✓ All staff and children will be confident in their initial understanding and use of Growth Mindset terminology.</li> </ul>
4	<p><b>Implement a range of strategies/opportunities to enable and celebrate success/achievement</b></p> <p>Regular opportunities for children to share learning and model skills/successes/wider achievements with other classes Achievement wall /Achievement assemblies Sharing the Learning events with parents/carers/wider community Specific programmes to promote wider achievement eg JAZZ, Gymnastics initiative</p>	All staff	Ongoing throughout 2016/2017	<ul style="list-style-type: none"> <li>✓ Regular opportunities to share and celebrate success an achievement in all their forms.</li> <li>✓ Children will be confident and secure in their achievements and happy to share this with others in the school/community.</li> <li>✓ Sharing the Learning events will be a regular feature of our school’s life and work.</li> <li>✓ Specific programmes to promote wider achievement will be established in the school calendar.</li> </ul>
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## **School Priority 2 – Excellence Through Raising Attainment in Literacy and Numeracy**

	<b>Action – What will be done</b>	<b>By Whom</b>	<b>Milestones</b>	<b>Indicators of Success</b>
1	<p><b>Establish a baseline of ability, attainment and academic achievement using standardised scores, handover information and observations.</b></p> <p>Initial achievement and attainment discussions to establish a baseline for planning and next steps</p>	HT and CTs	September 2016	<ul style="list-style-type: none"> <li>✓ Baseline established to form initial tracking system</li> <li>✓ Staff will be confident and focused in discussions about attainment, academic progress and achievement</li> </ul>
2	<p><b>Work as a staff team to establish a comprehensive and progressive programmes in numeracy and literacy</b></p> <p>Plan and implement appropriate and successful programmes in numeracy and literacy taking into account national and authority priorities and direction. Identify and implement relevant, current and successful strategies and approaches to literacy and numeracy that are appropriately resourced</p>	HT and All teaching and support staff	Ongoing throughout 2016/2017	<ul style="list-style-type: none"> <li>✓ Comprehensive programmes of literacy and numeracy established ensuring breadth, depth, challenge and progression.</li> <li>✓ Current, relevant, successful strategies embedded in the teaching of literacy and numeracy.</li> </ul>
3	<p><b>Implement staff training for both class teachers and support staff where gaps in knowledge and skills are identified</b></p> <p>Audit of staff knowledge, skills and confidence levels Attendance at training as required Sharing of good practice with colleagues Sharing of knowledge gained from courses attended Learning and teaching meetings to prioritise ongoing development of and monitor literacy and numeracy approaches.</p>	<p>School based training</p> <p>Learning and Teaching meetings</p> <p>Authority/ National training</p>	By June 2017	<ul style="list-style-type: none"> <li>✓ Staff confident in learning and teaching approaches to literacy and numeracy and use new knowledge and skills effectively</li> <li>✓ Sharing of good practice and professional dialogue embedded in the culture of the school</li> </ul>
4	<p><b>Establish a tracking system that is accessible to all staff</b></p> <p>Establish a tracking system (research best practice from colleagues HTs and adapt) Implement a programme of AA meetings (attainment and achievement meetings) termly linked to planning, monitoring and evaluating. CAT session to establish forms of assessment</p>	HT and CTs	By December 2016	<ul style="list-style-type: none"> <li>✓ Staff feel more confident in understanding and discussing children's progress and attainment.</li> <li>✓ Staff have a more informed understanding of when a child is secure at Early, First, Second and Third Levels.</li> </ul>
5	<p>Planning?????</p> <p>Link to ASG moderation work?????</p>	Numeracy Coordinators	To meet annually	<ul style="list-style-type: none"> <li>✓ Staff feel more confident at assessing children's numeracy levels</li> <li>✓ Staff have a more informed understanding of when a child is secure at Early, First, Second and Third Levels</li> </ul>

### **School Priority 3 – Visible Learning : Developing Assessment Capable Learners**

	<b>Action – What will be done</b>	<b>By Whom</b>	<b>Milestones</b>	<b>Indicators of Success</b>
1	<p><b>Establish a baseline of what the characteristics are of assessment capable learners..</b></p> <ul style="list-style-type: none"> <li>▪Gather evidence through observations, discussions and video recordings (pupils) survey monkey, discussions, interviews (staff and parents/carers).</li> </ul>	Led by HT, All school staff, Ed. Psych.	By end of December 2016	✓ Comprehensive range of evidence gathered to provide a baseline.
2	<p><b>Ensure that all staff have a good understanding of what the characteristics are of an assessment capable learner.</b></p> <ul style="list-style-type: none"> <li>▪ Provide staff training as required - Visible Learning Foundation Level or other professional reading/CAT training.</li> </ul>	Led by HT, Ed. Psych.	By end of December 2016	<ul style="list-style-type: none"> <li>✓ Staff have increased confidence in and knowledge of the characteristics of an assessment capable learner.</li> <li>✓Staff are actively engaged in professional dialogue relating to assessment capable learners.</li> </ul>
3	<p><b>Audit evidence and create an action plan focussing on how to develop in all pupils the key characteristics of an assessment capable learner.</b></p> <ul style="list-style-type: none"> <li>▪Use CAT session to analyse evidence and agree a set of priorities for the action plan. These may include focussing on Growth Mindset or Learning Powers.</li> </ul>	Led by HT, All school staff, Ed. Psych.	January 2017	✓Action Plan is successfully completed with key priorities and next steps identified.
4	<p><b>Share Action Plan widely with school community and focus on priorities within it.</b></p> <ul style="list-style-type: none"> <li>▪Hold parental/carer workshop to share action plan and to raise awareness of the importance of developing assessment capable learners.</li> </ul>	Led by HT	By end of April 2017 and ongoing.	<ul style="list-style-type: none"> <li>✓Positive support and parental engagement is evident , relating to assessment capable learners.</li> <li>✓Key priorities are implemented.</li> </ul>