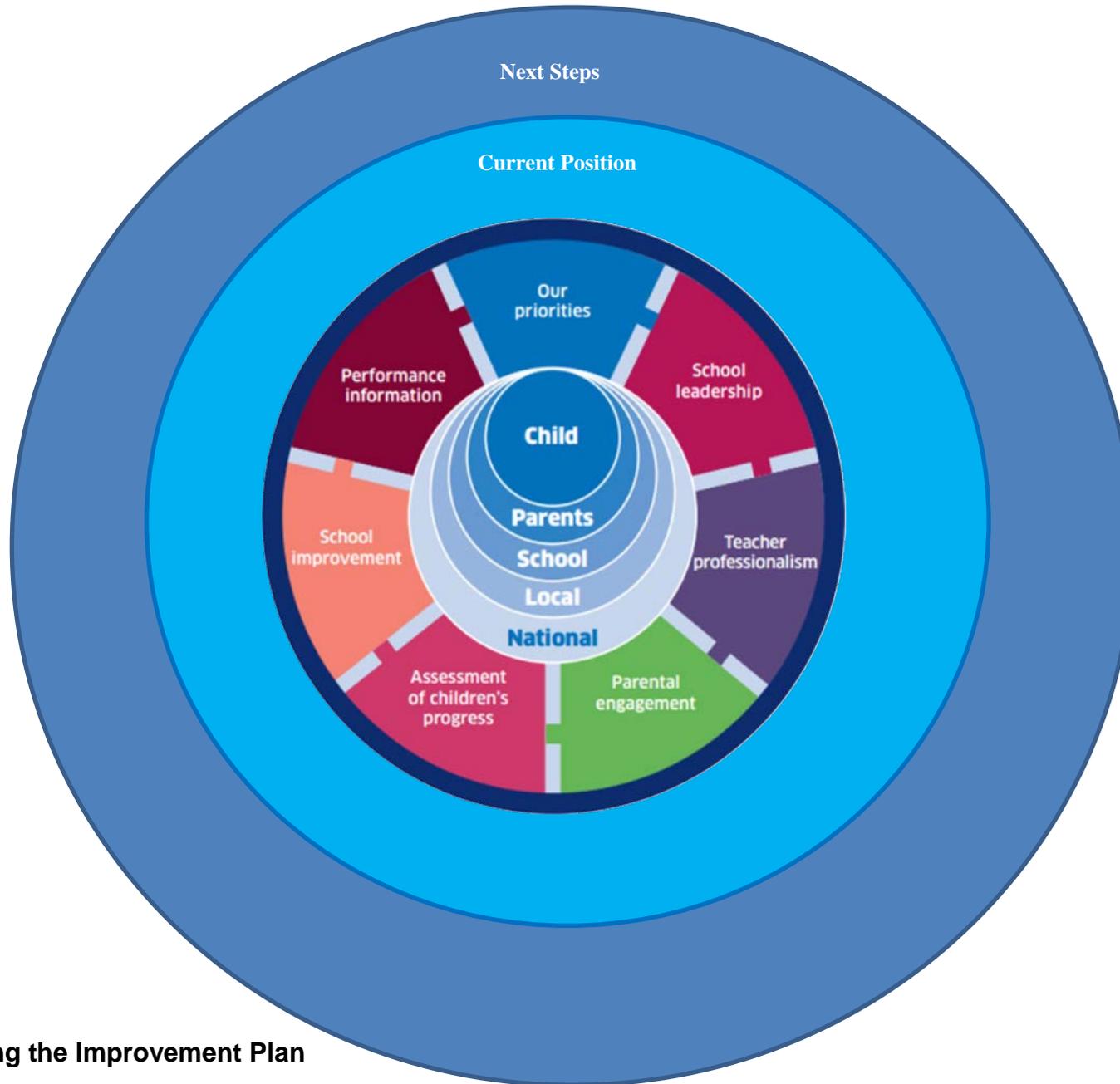


Pinewood School Improvement Plan



Session 2016/2017

School Engagement with the National Improvement Framework



Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures and Validated Self Evaluation.

Cluster Improvement Plan.

Delivering better outcomes- consultation of redeployment of nursery nurses from specialist provisions to mainstream schools.

Difficulties recruiting teachers.

Local Authority Factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework

Raising attainment, including closing the gap

Better Outcome agreement

Single Outcome agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental Engagement Framework

Increased entitlement to early years' provision

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare

OECD recommendations

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Building the Ambition

National Qualifications

Child Protection Issues / Guidance

National Legislation: Children and Young People (Scotland) Act 2014

GTCS standards and professional update

Pinewood Vision

Our vision as a school community is to provide relevant, supportive, and challenging learning experiences. A community where learners are given opportunities to develop a positive attitude towards lifelong learning promoting more independent living.

We base our values on creating:

Positive ethos

Independence

Nurturing Environment

Empowering young people

Welcoming

Opportunities for all

Openness

Dedicated to success

Aims

Vision and Leadership

- Learners will benefit from a calm and positive environment, supporting them to flourish into confident individuals with high self esteem.
- Staff will be good role models to encourage pupils to achieve their full potential and will actively seek opportunities to lead initiatives.
- Collegiate working will lead to meaningful and fun learning opportunities which encourage individuals to develop independence in all areas of their life.

Culture and Ethos

- To create an environment where everyone feels welcomed and valued, celebrating the diversity of each individual within our learning community.

Learning and Teaching

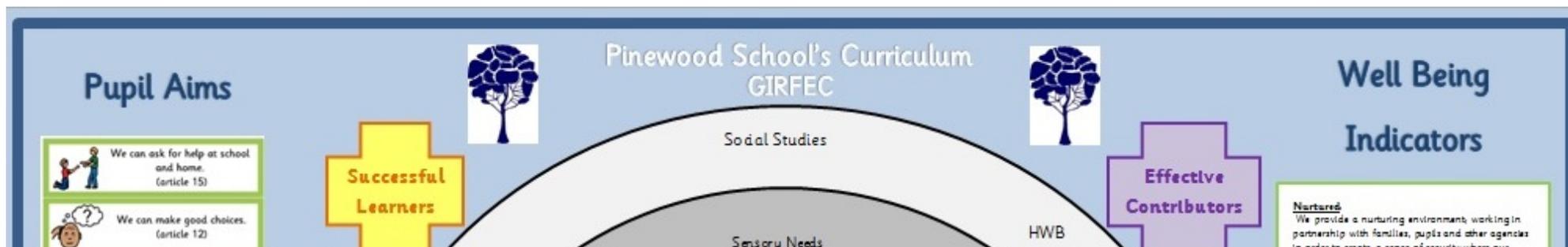
- To create and develop a meaningful positive active learning environment, geared towards creating successful learners meeting individual needs of our learners.
- Providing a wide variety of opportunities which allows our pupils to leave school equipped with the life skills for maximum independence.

Partnership

- We want our partnerships to reflect the belief that all our learners will be effective contributors to our wider community and form strong and positive relationships.

People

- To welcome and encourage involvement of the whole school community in the current and future development of the school.



<u>Sessions</u>	<u>Area for Improvement</u>	<u>3 Year Strategic Plan</u> <u>Outcomes</u>
2015-16	Raising Attainment – Area for development 1: To update, implement and further review the Individual Well Being Plan and goal setting in line with	<ul style="list-style-type: none"> • Individual Well Being plans are in place for each pupil and more specific targets will be set. • Staff and partners will work collaboratively to ensure that assessments are accurate in

	Scottish government : Getting it Right for Every Child. (GIRFEC).	identifying targets and next steps for each learner.
	Raising Attainment - Area for development 2: To review and refresh the technologies curriculum and build staff confidence in using Technology to impact on learning and teaching.	<ul style="list-style-type: none"> • To develop staff knowledge and understanding of using Technology to enhance teaching and learning. • To review current practice and implement the technologies framework. • To broaden the Technologies curriculum to include food and textiles, craft design, engineering and graphics.
2016-17	Excellence through raising attainment and achieving equity – To further develop self-evaluation strategies and improvement methodology, to include professional enquiry.	<ul style="list-style-type: none"> • Staff capacity for self-evaluation has been further developed. • Professional learning activities are linked to results of self-evaluation and identified areas of improvement. • Staff understand the need to be outward and forward looking in their evaluation and improvement activities. • The continued development of assessment and moderation will ensure a consistency in standards. • Children and Young People are confidently engaged in reviewing their own learning and the work of the school.
	Excellence through raising attainment and achieving equity. Embed new technology curriculum framework, ensuring all staff are confident at planning for and assessing technology using specific organisers.	<ul style="list-style-type: none"> • Evidence of children’s Technologies work/wall displays. • All pupils receive regular quality learning experiences across all six Technologies organisers within meaningful/real life contexts.
2017-18	Excellence through raising attainment and achieving equity – to ensure families engage with school and that family learning is responsive to need.	<ul style="list-style-type: none"> • Families are actively engaged in school which improves outcomes for all. • Families have participated in parent groups relevant to needs of their children.
	Excellence through raising attainment and achieving equity – to further develop the skills need to promote independence and to help them succeed in the world of work.	<ul style="list-style-type: none"> • Partners provide more opportunities for our young people to develop skills and achieve. • Children and young people have more opportunities for enterprise and creativity across all areas of learning.

Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY

Area for development:

To further develop self-evaluation strategies and improvement methodology, to include professional enquiry.

Schools Current Position:

Evidence from the VSE confirmed that self-evaluation procedures are positively influencing continuous whole school improvement. An increasing range of self-evaluation procedures has been used to identify strengths and development needs across the school and these now need to be further extended to include a robust monitoring and

tracking system across both the primary and the secondary department. All staff have begun to engage with professional update and this will further develop to support career long professional learning. Pupils are given a voice and are consulted on various topics or issues related to school improvement.

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
<p>Monitoring and tracking is robust, rigorous, timely and responsive, ensuring support/challenge for learners as required</p> <p>Learners continue to be involved in dialogue about their learning experiences and are involved in evaluating their progress.</p> <p>All pupils will reflect on their learning at least once per week.</p> <p>Learners demonstrate improved ability to evaluate themselves as learners</p>	<ul style="list-style-type: none"> • Develop /implement consistent practice across the school to monitor and track attainment, wider achievement and progress through and within levels and both Pinewood and West Lothian curricular pathways. • Develop set of reflective questions to be used with staff/ learners/ parents with a focus on support and challenge of pupils. • Regular learning conversations with pupils, to discuss learning and wellbeing goals • Staff to ensure individual learners have protected time to discuss progress and learning. • SMT to meet weekly with learners across the school to engage in learning conversations. • Pilot of Online Learning Journals • Pupils given weekly opportunities to complete reflection books • Symbolised goals will be displayed or available for pupils to access. • Learners are supported to evaluate/assess their learning through AiFL strategies. 	<p>All Staff</p> <p>Parents, Pupils, Staff, Stakeholders</p> <p>All staff and Pupils</p> <p>All pupils and staff</p>	<p>June 2017</p> <p>June 2017</p> <p>Dec 2016 Mar 2017</p>		<p>SMT – Termly monitoring and evaluating of plans</p> <p>SMT</p> <p>SMT</p>

<p>All pupils will have regular opportunities to evaluate the work of the school.</p> <p>All partners are fully involved in improving the life and work of the school.</p> <p>All secondary pupils will be a member of a Pupil Voice group and primary pupils will have the opportunity to be a pupil council rep. All pupils will have the opportunity and have regular, authentic opportunities to contribute to decision making and school improvement.</p> <p>Staff are familiar with HGIOS 4 and have established the principle of “ Looking inwards, looking outwards, looking forwards” in all self evaluation activities.</p> <p>All teaching staff</p>	<ul style="list-style-type: none"> • Termly consultations with pupils across the school • Partners will participate in a range of formal and informal activities to support improvement. Eg. questionnaires, blog, surveys etc. • Secondary committees will continue to meet fortnightly. • Agenda and Minutes to provide clarity. • Community Learning Development will facilitate pupil council training for the secondary dept • Identify opportunities during departmental meetings, CAT sessions and professional dialogue sessions to discuss the key points of HGIOS 4 and the schools capacity for improvement • Create ‘learning duos’ for staff to share professional learning • Identify strengths of individual teachers and plan opportunities for modelling/team teaching • Provide opportunities for identified staff to coach/mentor, as appropriate • Create ‘learning duos’ for staff to share professional 	<p>Pupils</p>	<p>Jun 2017</p> <p>Dec 2016</p> <p>Sept 2016</p> <p>May 2017</p>		<p>SMT</p>
---	---	---------------	--	--	------------

<p>continue to engage with the requirements of professional update to ensure that professional learning leads to high aspirations and expectations for all learners.</p>	<p>learning</p> <ul style="list-style-type: none"> • Identify strengths of individual teachers and plan opportunities for modelling/team teaching • Provide opportunities for identified staff to coach/mentor, as appropriate 				
--	--	--	--	--	--

<p>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</p> <p>Do pupils have a voice and contribute to decision making and school improvement? Are staff familiar with HGIOS 4 and understand the importance of looking outwards, inwards and forward? Is monitoring and tracking more consistent across the school and responsive ensuring support and challenge is appropriate for Learners? Are pupils actively engaged in reviewing their own learning and the work of the school?</p>	<p>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</p> <p>Professional dialogue, Department Meetings Minutes. Short Term Working Groups. Examples of the pupils evaluation books. Minutes from Committee meeting and Pupil Council.</p>
---	---

<p>Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY</p>					
<p>Area for development: Embed new technology curriculum framework, ensuring all staff are confident at planning for and assessing technology using specific organisers</p>					
<p>Schools Current Position: Technologies framework has been used and reviewed by staff, but is still to be 'refreshed' yet. There is a heavy focus on digital learning. Use the 'planning for breadth and depth', to ensure the other organiser are being planned for/assessed. Some teachers are skilled at incorporating technologies across the curriculum, however some teachers lack confidence.</p>					
<p>Desired Outcome</p>	<p>Implementation Process (Actions)</p>	<p>By whom?</p>	<p>Time Scale</p>	<p>Resources / Costs / Training needs</p>	<p>Monitoring by whom ? how?</p>
<p>Technologies Framework will be refined and finalised.</p>	<ul style="list-style-type: none"> • Establish short life working group to audit, analyse and complete framework. • Identify Lead Learners. 	<p>SMT/Staff</p>	<p>Oct 2016</p>		<p>SMT</p>

<p>Staff are confident and knowledgeable about all six technologies organisers and use them effectively to plan learning experiences.</p> <p>All pupils receive regular quality learning experiences across all six Technologies organisers within meaningful/real life contexts.</p> <p>Tracking and monitoring shows that all children have had opportunities to connect their learning in technologies with other areas of the curriculum.</p> <p>All pupils will use and utilise iPads, netbooks or appropriate technology in an increasingly diverse variety of ways across all areas of the curriculum.</p> <p>All pupils will have regular opportunities to use an enterprising approach across the curriculum and will participate in at least</p>	<ul style="list-style-type: none"> • Lead Learner share good practice and mentor colleagues. • Identify professional learning sessions • Staff are supported to effectively deliver learning experiences within all six organisers of the technologies curriculum through professional dialogue. • Staff will be given the opportunity to observe good practice. • Teachers to identify at the planning stage the organisers and context of learning. • Professional dialogue opportunities for staff. • Provide opportunities to talk to lead learners for technology. <p>Staff will be given the opportunity to observe good practice in other establishments in the use of iPads, netbooks or appropriate technology to enhance and support learning across the curriculum.</p> <p>A major enterprise activity will be recorded in forward plans during the course of the year; enterprising approaches will be evident in plans, classroom observations and class pages on website.</p>	<p>Lead Learners / SMT / Staff All Staff</p> <p>All Staff</p> <p>All Staff</p>	<p>Oct 2016</p> <p>Jun 2017</p> <p>Jun 2017</p> <p>Jun 2017</p>	<p>Supply cover</p>	<p>SMT</p> <p>SMT</p> <p>SMT</p> <p>SMT</p>
--	--	--	---	---------------------	---

one major enterprise venture during the course of the year.					
Evaluation (linked to challenge questions within HGIOS4 / HGIOELC) Is the technologies framework finalised? Do pupils receive quality learning experiences across all 6 technologies organisers? Are pupils more confident in using iPads, netbooks and appropriate technology?		Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence) Updated technology framework. Classroom observations and SMT, pupil learning conversations. Forward Plans, classroom observations, learning logs, pupil work and class pages on website.			

Plan for Additional Tasks

Additional Tasks	Responsibilities	SLT Point of contact
<ul style="list-style-type: none"> To complete the annual Child Protection Training with the focus on domestic abuse. 	Pam and Tracey	Pam and Tracey

<ul style="list-style-type: none"> To complete the annual Equality Training and Radicalisation training with all staff 	Pam and Tracey	Pam and Tracey
<ul style="list-style-type: none"> To review and refresh the Well Being Plan in consultation with all stakeholders. 	Lorna and Graeme	Pam and Tracey
<ul style="list-style-type: none"> To continue to develop the links between GIRFEC and the pupil rewards in the secondary department. 	Graeme	Pam and Tracey
<ul style="list-style-type: none"> Review and refresh the learning and teaching policy. 	To be identified	Pam and Tracey
<ul style="list-style-type: none"> To agree and share the roles and responsibilities of all staff 	Pam and Tracey	Pam and Tracey
<ul style="list-style-type: none"> To engage with other partners eg CLD, SDS to enhance transition opportunities for pupils. 	Graeme Steve F Tracey	
<ul style="list-style-type: none"> To re engage with cluster schools to promote, encourage diversity and identify joint projects. 	Lorna	Pam
<ul style="list-style-type: none"> To work towards gaining the Eco schools award- Green Flag 	Scott/ Sara	Graeme
<ul style="list-style-type: none"> To continue to maintain the school sports award. 	Mark, Rachel, Rachael	Pam and Tracey