

# Education – Improvement Planning Document

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Establishment Name:

Aileymill Primary

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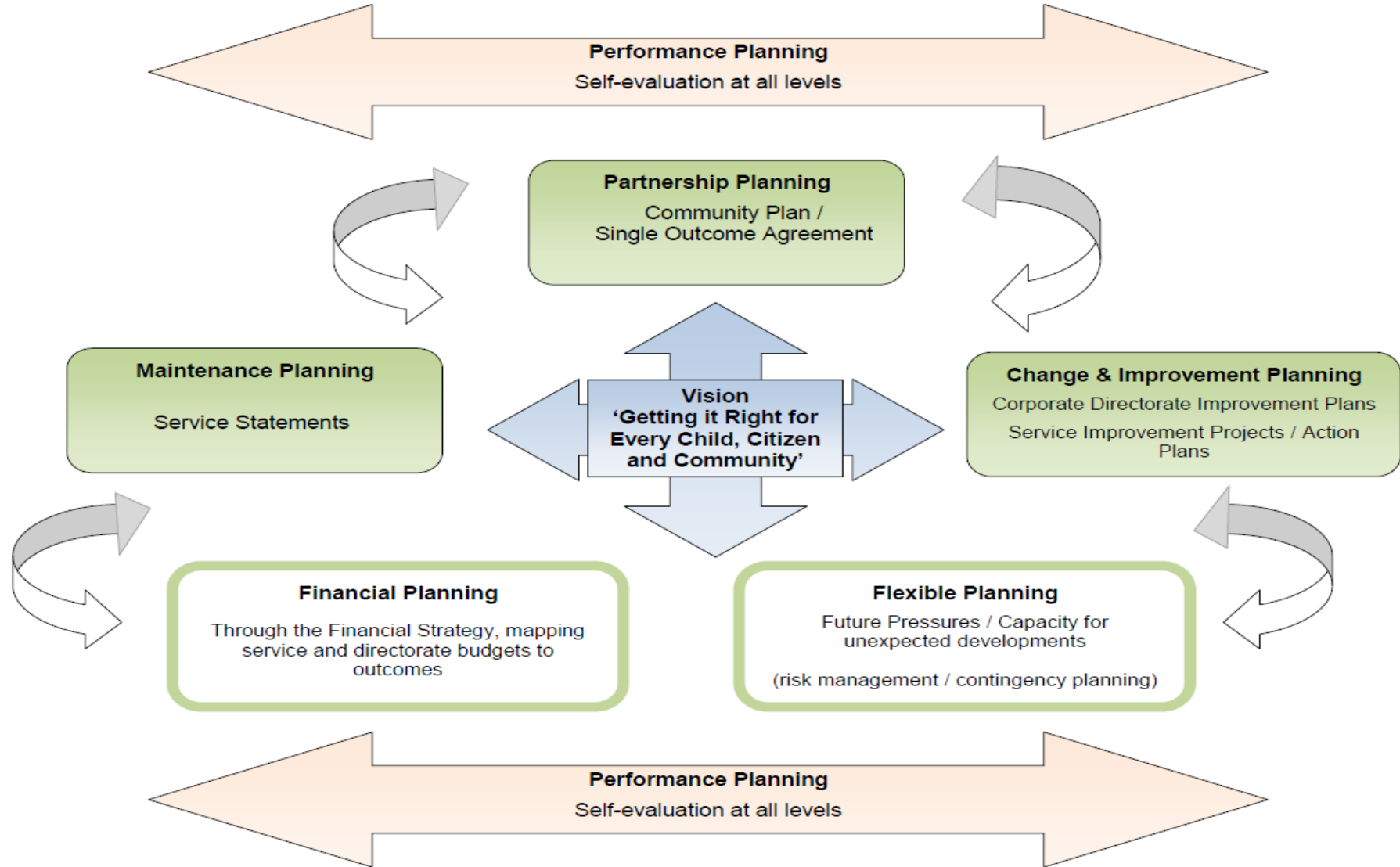
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Signatures:

Head of Establishment	Catriona Miller	Date	August 2015
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Quality Improvement Officer		Date	
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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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**Our Vision:** To provide the highest quality of learning and teaching, ensuring that all pupils achieve to the best of their ability in a nurturing, aspirational environment

**Our Values:** Respect, Responsibility, Honesty, Caring, Ambition and Tolerance

**Our Aims:** To create Successful Learners by providing all learners with excellent learning opportunities

To create Confident Individuals by encouraging respect of self and others, by celebrating all success and by instilling ambition and a sense of emotional, physical and mental wellbeing

To create Responsible Citizens by fostering positive attitudes and skills for all pupils and by developing leadership opportunities for all

To create Effective Contributors by encouraging an enterprising attitude, resilience, and the ability to work as part of a team

To Get It Right For Every Child in a welcoming, secure and nurturing environment where all children and adults feel safe, healthy, achieving, nurtured, active, respected, responsible and included

# Summary of Self Evaluation Process

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

- In May 2015 we carried out a GIRFEC questionnaire (on Survey Monkey and paper) to solicit parents' views
- Teacher evaluation highlighted a growing concern regarding the levels of attainment in Literacy and Numeracy
- Tracking in Literacy and Numeracy showed that 7.3% in Literacy and 7.7% in Numeracy were not making appropriate progress, this was backed up by Pips results
- Nursery self- evaluation highlighted that there are further opportunities to develop the outdoor space as a learning environment
- HMIE visited Aileymill in May 2015 and made two recommendations –  
Continue to develop Curriculum for Excellence to ensure children progress in all areas of learning.  
Continue to improve self-evaluation to impact further on learning and attainment.

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

- Attainment in Numeracy and Literacy will continue to be a focus from Early to Third Levels
- A programme to successfully deliver the curriculum focussing on SALS and allowing for meaningful tracking should be implemented
- There should be an Early Level Community established between the Nursery and P1 to share best practise, expertise and resources

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	(1)
Year 2	(2)
Year 3	(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)
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Our Year 1 Action Plan follows the overview.



## Achieving

- 90% of all pupils making very good, quantifiable progress in Literacy and Numeracy (3)
- RAFA/EYC working party established (1)
- Early Level Community established to share planning, resources and best practise (1)
- Accelerated Reading introduced throughout Primary stages (1)
- Curriculum progression ensured Early to Second Level (2)
- Nursery continue to develop Authority pilot planning (M)

## Nurtured

- GIRFEC Named Person Service established and understood by all staff (1)
- Appropriate staff trained in writing a Child's Plan (1)
- All staff familiar with Authority led GIRFEC pathway (1)
- Update GIRFEC database monthly (M)
- PATHS programme will be embedded in practice (3)

## Healthy

- Appoint Nutrition Champion to Authority Nutrition Group (1)
- Senior EYECO to attend Authority HWB coordinators' meetings (1)
- Continue to monitor pre – ordered lunch system (M)

## Active

- Ensure 3 PE times per week for all stages (M)
- Ensure that LO and SC for Coach – led sports input are teacher/EYECO delivered (1)
- Develop bundles of HWB outcomes which can be delivered as through PE (3)
- Nursery to develop literacy and Numeracy learning in the outdoor areas (2)
- Further develop forest School ethos within forest trips.(2)

Getting it Right  
for Every Child,  
Citizen and  
Community

## Safe

- RISK MATRIX to be updated regularly (school and Nursery)(1)
- Daily walk round to check attendance and wellbeing of most vulnerable pupils (M)

## Respected

- Pupil Council have a more visible presence in the school (1)
- Greater consultation with pupil and parent views before, during and after events/initiatives (1)
- Pupils and nursery children continue to represent their stages in a variety of groups (ECO, Fairtrade, PIT) (M)

## Included

- Adapt ASN meetings to the Solution Oriented Model (1)
- Continue to work on developing parental involvement in the Staged Assessment process (M)

## Responsible

- P1 - 7 track own wider achievement in GIRFEC boxes (3)
- Pupil Profiles established at P5 and P6 and embedded at P7 (2)

## Action Plan – Year 1

<b>FOCUS AREA</b>	Raising attainment in Literacy and Numeracy
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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?
45.16% of pupils making very good progress in Literacy, 50.41% in Numeracy	90% of pupils making very good progress in Literacy and Numeracy	All staff fully engaged and following Literacy and Numeracy Policies	June 2018	Measurable data	School and Nursery RAFA/EYC working party	Louise McVey
Most children do not voluntarily engage in reading	All children P2 – P7 reading for a minimum of 1.5 hours per week with pupil selected texts	All classes will follow the Accelerated Reading programme	June 2016	-Pupil's reading ages will have increased -Parents will report pupils reading at home	HT/DHT	Library Service
Some sharing of best practice, school events between nursery and primary	Skills, resources and planning shared. Nursery fully engaged in all aspects of school life	-Early Level Community established -Action Plan written and in operation	June 2016	-EYECOS using new skills eg HOTS -Parent/pupil questionnaires -SLT/EYECO/teacher evaluations	HT Kay Anderson Elaine McLoughlin	Parental Involvement Team School Groups eg ECO/Fairtrade
Curriculum tracked for progression and coverage in Numeracy and Literacy	-Progression ensured throughout the curriculum -Tracking in place for Health and Wellbeing	-Progression posters used by all stages including Nursery - Skills pathways established for Literacy/Numeracy/HWB	June 2017	-Completed posters used to inform planning -pupils and parents able to understand progress in Literacy/Numeracy/HWB	HT Literacy Working Party Numeracy Working Party HWB working party	

<b>Focus Area</b>	GIRFEC
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<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>
Effective Staged Assessment system in operation	-Clear understanding of the GIRFEC pathway - identified pupils will have an individual Child's Plan	Staff training	May 2016	-SLT/teacher evaluations - Child's Plans in place for identified pupils	HT	SEEMIS development coordinator  Educational Psychologist  SEEMIS training provider
Levels of Parental involvement in the review process are improving	Review meetings will follow the Solution Oriented Model	Staff Training	September 2016	New paperwork in place Parent views sought	DHT	Peer mentoring
Annual Survey of Wellbeing Indicators in its second year	Data interrogated and used to inform planning	Analysis of results Working party in consultation with parents and pupils to generate proposals based on these	November 2017	Measurable data	HWB working party	Partners and school groups as identified by working party
Risk Matrix is in use to a degree	Risk Matrix used to identify wellbeing needs in Nursery and school	Accurate and regularly updated information held on Risk Matrix	SEEMIS training for key staff	Risk Matrix current and accurate for all pupils and children	HT/Lead Practitioner/ Office manager	SEEMIS training provider SEEMIS development coordinator

Authority to introduce new process to manage targeted support	All staff fully competent in new process	Flow chart designed to explain process to staff	3 months after introduction of pathway by Authority	New system in use by all staff	DHT HWB Working party	QIO Inverclyde Educational Psychological Service
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