

**Argyll and Bute Council: Community Services: Education
Improvement Planning**



Establishment	Tayvallich Primary School
Area	Mid Argyll
Session	2016-2017

CONTENTS

1. Vision, Values and Aims
2. Summary of Self Evaluation Process
3. Priorities for Improvement in the current year
4. Action planning
5. Appendices:
 - a. Action Plan Summary for Stakeholders

SIGNATURES			
Head of Establishment	Mrs Maxine Rowe	Date	21/6/16
Education Officer	Mrs Sandra Clarke	Date	

1a Our vision, values and aims

Our vision, values and aims were evaluated and changed in session 2015-16:

We value honesty and trust and believe that we should show respect to all.

We aim to be good friends and do our best to help each other.

We enjoy our learning and know the importance of giving our best efforts to help us achieve.

1b How our vision, values and aims were developed and how our stakeholders were consulted

As a new Head Teacher in August it was important to evaluate the vision, values and aims of Tayvallich Primary School. This began with the pupils, in a series of assemblies, to explore what they thought the most important values were for their school. Staff also gave their ideas and opinions during this process.

These core values and aims were then presented to parents at a parent's afternoon/evening and they were asked to leave comments and offer any further ideas and views.

Our values statement was then agreed and displayed in the entrance hall. This is often referred to in assemblies, in class and through agreed class rules.

2. Summary of self evaluation process

How we carried out our self-evaluation and involved our stakeholders

All staff have participated in the evaluation process through discussions at staff meetings and in service days. Progress on priorities is discussed at in service days in particular.

Parental views have been sought at regular intervals throughout the year, through learning log parental comments and display boards with post its asking for their views at events and parents afternoon/evenings. The school issues an annual questionnaire to parents seeking their views and opinions on a variety of issues and asking for their suggestions for further improvement. The results are collated anonymously and feedback is given at the first parent council meeting in the new session alongside the presentation of the Standards and Quality report and School Improvement Plan.

Pupil views are sought through conversations and co-operative work in assemblies and through learning conversations in class. Discussions at pupil council meetings also provide a forum for pupil voice.

High level question	Our key strengths	Evidence	Our areas for improvement
	How are we doing?	How do we know?	What are we going to do now?
How well do children/young people learn and achieve	Our pupils are confident, motivated and engaged in their learning. Almost all pupils are achieving at the Nationally expected levels at Primary 1, 4 and 7.	Through self - evaluation. Teacher judgement, Authority assessments and data.	Continue to offer challenging learning environments and experiences and ensure that we continue to develop the four capacities in every child.
How well do we support children/young people to develop and learn	We have a positive and welcoming ethos throughout the school and have established and foster high quality relationships between pupils, parents and staff. We have developed partnerships across our community that enhance pupils' learning experiences.	Results of oral and written feedback from stakeholders. Connections we have made with SNH, Kilmartin House Museum, Lochgilphead High School, Art Map Argyll.	To continue to recognise and celebrate pupils wider achievements – through learning logs, assemblies and displays. To support new staff in partnership working.

High level question	Our key strengths	Evidence	Our areas for improvement
	How are we doing?	How do we know?	What are we going to do now?
How do we improve the quality of our work	Planned monitoring of learning, teaching and achievement. Distributive leadership, engagement in self- evaluation and professional development to set future targets.	On-going cycle of self- evaluation. Improvement plans, standards and quality reports and tracking of achievement.	Further develop our approach to tracking to enable us to clearly demonstrate individual progress and achievement.

3.	Priorities for improvement in the current year	2016-2017
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Number	Priority	Stage of Development	Main driver of priority:		Alignment with:				
		Exploring, Developing or Embedding	Self-Evaluation/School Review/VSE	Education Scotland Report	QI	Wellbeing Wheel	Service Priorities	NIF	Partnership Working
1	Raising attainment and achievement	Exploring Developing	Self- evaluation	Inspection advice note 2015/16 Improvement planning and the NIF	3.2 3.1 1.2 2.3 2.4	Included Achieving Respected	ED01	School Improvement Assessment of children's progress Teacher professionalism	Partner school Cluster Primaries and secondary Educational Psychologists Health, Social work

2	Parental Engagement	Developing Embedding	Self- evaluation		1.1 2.5 2.6 2.7	Achieving Nurtured Included Respected Active Safe	ED07	Parental Engagement School Improvement	Parent Council Parent forum Pupil council
3	Leadership and Professional development	Exploring Developing	Self- evaluation		1.1 1.2 1.3 1.4	Achieving Responsible Included Respected Safe	ED06	Teacher professionalism School improvement School leadership	Partner school Cluster primaries Education Scotland
4	Curriculum Development	Developing	Self - evaluation		1.5 3.1 2.2 2.3 2.4	Achieving Included Responsible Healthy Active	ED04	School improvement Assessment of children's progress	Partner school Cluster primaries Education Scotlan
5	Continuous development of our Early Learning and Childcare provision	Developing	Self- evaluation Authority self- evaluation visit		1.1 2.3 2.5 2.6 3.2	Achieving Nurtured Included Healthy	ED04 ED07 ED06	Parental engagement Assessment of children's progress	Parents Health professionals

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	3.2 3.1 1.2 2.3 2.4	Raising attainment and achievement in Literacy and Numeracy through: moderation of writing and numeracy, tracking and monitoring pupil achievements, targeted intervention and a focus on the methodologies used to deliver numeracy and the teaching of reading.	Almost all pupils will achieve the expected curriculum levels for Writing, Reading, Listening and Talking and Numeracy at P1, P4 and P7. Each individual pupil's attainment will be tracked to demonstrate measureable progress.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
In school tracking of all pupils levels twice yearly for Reading, Writing, Listening and Talking and Numeracy	November May On-going	All teaching staff	Progression pathways. School spreadsheet for tracking. Closely linked to moderation process for staff training.
Support needs identified and planned for as a result of above. Targeted intervention from Class teacher, ANST and classroom assistant to ensure pupils continue to make progress.	Termly	All staff HT and PT to monitor Parents Educational Psychologist Area PT for pupil support	Training courses to be made available to support staff from area PT I aspects of pupil support. GIRFEC, Shanari, UCP's
Build upon the capacity in staff to confidently judge when a child has achieved a level through moderation. Moderate an aspect of Numeracy with our partner school.	Awareness raising August in service Training September January to Easter term	PT responsibility All teaching staff from both schools	PT assessment and moderator facilitators training within Authority. A&B Assessment and moderation toolkit Education Scotland progression pathways

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Cluster Primaries work collegiately to moderate an agreed aspect of pupils writing.	September –training Sep – twilight Oct – in service Nov - twilight	All teaching staff lead by Simone McAdam and each schools trained facilitator.	PT assessment and moderator facilitators training within Authority. A&B Assessment and moderation toolkit Education Scotland progression pathways
Work with partner school to continue to embed active maths resources, planning and tracking– focus on evaluating progression and pace. Teachers observe lessons to peer assess and moderate.	First term Third term	All teaching staff in both schools	Heinemann active maths resources Collegiate time
Embed use of phonics teaching and reciprocal reading to enhance pupil’s core reading skills.	On-going Monitored by HT	HT All teaching staff	Phonics framework and resources Staff discussion, observation and assessments.

Evidence of Impact on learners – How do we know?

Focused monitoring of attainment and progression through collegiate moderation will ensure that assessment judgements are reliable and consistent.
Pupils will continue to progress in the core skills of reading, writing, listening and talking and numeracy and we will be able to evidence this through our assessment records and tracking system.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	1.1 2.5 2.6 2.7	Parental Engagement	Pupils are enthusiastic and engaged in their learning. They are keen to share their learning logs – targets, progress and next steps with their parents and value this learning conversation and partnership. Pupils want to plan events that involve their parents and communities. Raised attainment in reading through family engagement.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Parent workshop to raise parental awareness of the teaching of phonics using decoding to raise attainment for all children in Literacy.	First term	HT and all teaching staff Parents	Argyll and Bute – Reading and the teaching of phonics. Practical resources used in the classroom, Nessy, Code cracker.
Parent workshop to raise parental awareness of the teaching of reciprocal reading to raise attainment for all children in Literacy.	First term	HT and all teaching staff Parents	Reading resources Time
Development of 'Reading is fun' across the school, involving parents in regular reading sessions, listening to children's book reviews, book bug sessions and library time.	Start first term On-going	Staff Parents	Reading resources Time
Feedback to parents on their child's attainment in reading at Parent's evening in November and a display of ways to help your child with reading.	November	Teaching staff Parents	

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>Continuous engagement of parents through use of learning logs to share learning between home and school and give regular feedback. Encourage parents to record wider achievements in learning logs to share at school.</p>	<p>On-going Send home monthly</p>	<p>Staff, pupils, parents</p>	<p>Logs, time.</p>

Evidence of Impact on learners – How do we know?
<p>Pupils are engaged in reading and enjoy different parents coming in to share books with them. Evaluate by gathering views of those involved and ask the children how it has helped them. Pupils attainment in reading shows progression and most pupils achieve at the expected levels for each stage. Evaluate through tracking and monitoring of achievements.</p>

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	1.1 1.2 1.3 1.4	Leadership and Professional Development across all areas of school	Staff development has a direct effect on the learning experiences and support offered to pupils. Observe pupils who are leaders of their own learning, identifying what they would like to learn in new areas. Tracking of pupil's skills to demonstrate achievement of leadership and employability skills.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Ensure all staff are given opportunities to develop their professional learning. PRDs to be carried out annually with evaluation of CPD.		HT All staff A&B council Course providers	My GTCS professional update PRD meetings and coaching conversations
Staff to take responsibility for areas of the curriculum and school improvement priorities, eg) pupil council, reading initiatives, Moderation, French	Agreed at annual PRD meetings in Summer term	All teaching staff	Appropriate training courses. Collegiate time
Principal teacher to undertake training as Assessment and Moderation Facilitator and to lead school moderation and be involved in organising area moderation.	September On-going termly	Authority staff PT	PT attend Area Moderator and Facilitator training
Principal Teacher to attend Probationer Mentoring training and then support new Probationer teacher.	First term On-going	PT HT Probationer teacher	PT Mentor meetings

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
HT to regularly meet with other shared head teachers to continue to share good practice and develop roles, remits, policies and protocols	On-going Termly	Shared HT's	Shared HT meetings
Develop Young Leaders training for P6/7. Work with Active school co-ordinator. Pupils are trained to plan and lead playground games with groups of younger children.	Start in August On-going	Active schools co-ord HT Teaching staff Pupils	Training day for pupils Time to plan, organise and deliver group games
Continue with self -directed learning projects for P4-7 to develop independence and leadership skills.	By Term 3	Class teachers, pupils, parents	
Pupil's to develop leadership skills by serving on Pupil Council and some to represent at Mid Argyll Pupil Council.	Throughout session	Allocated staff HT Pupils	Time Staff development when leading pupil council

Evidence of Impact on learners – How do we know?

Continuous Professional development enables staff to enhance teaching and learning within their class to raise attainment and achievement for all children. Evidenced by planning to show wide range of learning experiences across the four contexts and pupils who are achieving at the expected level for their stage.

Leadership in pupils will enable us to observe children who are confident individuals and can articulate what they have been learning, how they have progressed and the key skills they are developing.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
4	1.5 2.2 2.3 2.4 3.1	Curriculum Development Continue to develop and refresh our curriculum to ensure we meet the needs of all learners in the school.	<p>Pupils will experience a rich curriculum across the four contexts of learning. They will be able to talk about their learning, achievements and next steps.</p> <p>We will engage partnership working for the benefit of all.</p> <p>Children will demonstrate ability to work positively with peers and adults; show resilience in their work and play; understand how to keep themselves healthy and safe.</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Review curriculum statement. Consult stakeholders about what makes our school unique. Make changes/develop curriculum map and statement. Create display in school entrance.	Term 1 and 2	All staff Pupils Parents and Partners	Consultation time
Embed new planning and tracking systems for all areas of the curriculum and review.	On-going Review term 3	All teaching staff	Collegiate time

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Prioritise use of new ABC Skills Framework and Toolkit. Teachers to refer to this when planning. Ensure skills are displayed in each classroom, made explicit to pupils and reflected in learning logs.	Begin Term 1	PT responsible All teaching staff Pupils	Argyll But Council Skills Framework 2016
Health and Wellbeing – Creation of Long term planning overview. Staff to study progression pathways. Plan and deliver a whole school health week.	Term 1 and 4	HT and all staff Teacher responsible for health week and partners	Collegiate time Partner working
Languages 1 + 2 Further development of French teaching across the school. Agreed at cluster meeting that each class would embed year one of the programme and supplement with extra resources.	On-going	All class teachers Cluster language leader	Piplatform resources Collegiate working Cluster Language leader

Evidence of Impact on learners – How do we know?
<p>We have a curriculum that is relevant to our context and meets the needs of our learners. This is evidenced through consultation with stakeholders and self-evaluation.</p> <p>Pupils are show progression across the four contexts for learning and we know through our planning, tracking and monitoring systems</p>

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
5	1.1 2.3 2.5 2.6 3.2	<p>Continuous development of our Early Learning and Childcare provision through:</p> <p>Engagement with families</p> <p>Self - evaluation</p> <p>Building our Curriculum</p>	<p>Children are enthusiastic and engaged in Nursery and their learning through play. Parents are actively involved in their child's learning and working in partnership with the Nursery and school.</p> <p>We know where each child is in their learning journey, and in relation to the Developmental Milestones, and use this information to inform next steps and fully support each child. Children will demonstrate ability to work positively with peers and adults; show resilience in their work and play; understand how to keep themselves healthy and safe.</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Continue to involve families in their child's learning. Stay and play sessions, Book bug sessions, themed afternoons. Sharing of learning journeys, achievements and next steps.	Termly	ELCC staff HT Parents and families	Building the Ambition
Regular staff evaluations of different aspects of our provision: Planned learning experiences, Environment, Quality of staff/child interactions, Family engagement.	Termly	HT CCW and Assistant	How good is our Early Learning and Childcare? Argyll and Bute: Learning and Development Self Evaluation Visit
Involve parents in our self- evaluation. Ask for regular comments and feedback on different aspects of the Nursery. Ensure parents are asked for suggestions of how we can continue to improve.	On-going for regular family engagement sessions. Term 2 Care inspectorate Term 4 parental questionnaire	HT ELCC staff Parents and Carers	How good is our Early Learning and Childcare?

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>Involve stakeholders in improving our outdoor learning area. Seek pupils, parents and staff opinions of improvements that could be made and ideas. Create a shared floor book to track our journey. Have working party sessions to make changes and get work completed.</p> <p>Plan a garden party to celebrate when we feel we have achieved significant progress.</p>	<p>Term 1 Then on-going</p>	<p>All staff Parents and wider community</p>	<p>Internet for ideas. Time and commitment from stakeholders</p>
<p>Continue to embed Developmental Milestones in our practise. Weekly team meetings/moderation to discuss children’s progress and identify next steps.</p> <p>Work with teaching staff in school to raise their awareness of Developmental Milestones.</p>	<p>On-going throughout the year</p> <p>Record on Seemis December and June</p>	<p>ELCC staff HT Class teachers</p>	<p>Developmental milestones toolkit Moderation sheets Seemis</p>
<p>Continue to have joint learning with the P1-3 pupils two afternoons per week. Work collegiately to evaluate and develop the planning systems used.</p>	<p>On-going throughout the year</p>	<p>ELCC staff HT Class teacher</p>	<p>School planning formats Collegiate time</p>
<p>Continue to track pupils for progression in literacy, numeracy and health and wellbeing.</p> <p>Trial the authorities Profile for ‘Monitoring and Tracking Progress in Literacy’.</p> <p>Introduce colour coded sheets for these three curriculum areas to record staff observations.</p>	<p>Termly Observations ongoing</p>	<p>ELCC staff HT</p>	<p>Tracking documents and observation sheets.</p>

Evidence of Impact on learners – How do we know?

Children are enthusiastic and engaged in Nursery and their learning through play. Parents are actively involved in their child's learning and working in partnership with the Nursery and school. Evidence through comments and feedback received from parents.

We know where each child is in their learning journey, and in relation to the Developmental Milestones, and use this information to inform next steps and fully support each child. Evidence through tracking Developmental Milestones on Seemis and Tracking each child's progress in Literacy, Numeracy, Health and Wellbeing.

Children will demonstrate ability to work positively with peers and adults; show resilience in their work and play; understand how to keep themselves healthy and safe – evidenced through staff observations.

5. Appendix A

Action Plan Summary for Stakeholders eg Parent Council, Pupils, Partners

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Raising attainment and achievement in Literacy and Numeracy through: moderation of writing and numeracy, tracking and monitoring pupil achievements, targeted intervention and a focus on the methodologies used to deliver numeracy and the teaching of reading	Almost all pupils will achieve the expected curriculum levels for Writing, Reading, Listening and Talking and Numeracy at P1, P4 and P7. Each individual pupil's attainment will be tracked to demonstrate measureable progress.	HT All teaching staff	Termly

2	Parental Engagement	<p>Pupils are enthusiastic and engaged in their learning. They are keen to share their learning logs – targets, progress and next steps with their parents and value this learning conversation and partnership. Pupils want to plan events that involve their parents and communities.</p> <p>Raised attainment in reading through family engagement.</p>	All teaching staff Parents Pupils	First term then termly
3	Leadership and Professional Development across all areas of school	<p>Staff development has a direct effect on the learning experiences and support offered to pupils.</p> <p>Observe pupils who are leaders of their own learning, identifying what they would like to learn in new areas. Tracking of pupil's skills to demonstrate achievement of leadership and employability skills.</p>	HT All staff	Termly
4	<p>Curriculum Development</p> <p>Continue to develop and refresh our curriculum to ensure we meet the needs of all learners in the school.</p>	<p>Pupils will experience a rich curriculum across the four contexts of learning. They will be able to talk about their learning, achievements and next steps.</p> <p>We will engage partnership working for the benefit of all.</p> <p>Children will demonstrate ability to work positively with peers and adults; show resilience in their work and play; understand how to keep themselves healthy and safe.</p>	HT All staff	Term 1 Term 2 Term 4
5	<p>Continuous development of our Early Learning and Childcare provision through:</p> <p>Engagement with families</p> <p>Self - evaluation</p> <p>Building our Curriculum</p>	<p>Children are enthusiastic and engaged in Nursery and their learning through play. Parents are actively involved in their child's learning and working in partnership with the Nursery and school.</p> <p>We know where each child is in their learning journey, and in relation to the Developmental Milestones, and use this information to inform next steps and fully support each child.</p> <p>Children will demonstrate ability to work positively with peers and adults; show resilience in their work and play; understand how to keep themselves healthy and safe.</p>	HT ELCC staff Teaching staff	Termly

