

DECHMONT INFANT SCHOOL IMPROVEMENT PLAN

2019 / 2020



Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation
SNSA/Achievement of a Level Data
New Scottish Standardised Assessments
Further staffing and budgetary constraints – Transforming Your Council
Reduction and changing roles and remits of Link Officer Team
Increased collegiate working between Primaries and with the Secondary
Prioritising of parental engagement/family learning
Impact of Head Teachers Charter Consultation (Scottish Government)

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 ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Increased entitlement to early years' provision

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Child Protection Issues / Guidance
GTCS standards and professional update



Our School Vision, Values and Aims

Mission Statement

We nurture, inspire and challenge our learners to Improve and Succeed at Dechmont Infant School we are all “Determined to Improve and Succeed”

Our School Aims

ATTAINMENT AND ACHIEVEMENT

To raise standards of educational attainment for all in school, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement, including examination results.

FRAMEWORK FOR LEARNING

To support and develop the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

INCLUSION AND EQUALITY

To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.

VALUES AND CITIZENSHIP

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society, and to teach them the duties and responsibilities of citizenship in a democratic society.

SKILLS FOR LEARNING, LIFE AND WORK

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society, and to encourage creativity and ambition.

Contextual Data Analysis and Rationale for 2019/20 School Improvement Plan

a) **Background**

The school has a shared management structure with a cluster school. The school is led by an Acting Head Teacher appointed in November 2018, the Depute Head Teacher in March 2017, the Principal Teacher in March 2019 and the Acting Principal Teacher in August 2018. The school has had a focus on Health and Wellbeing for school improvement where the GIRFEC agenda has been identified as a key priority. Through consultation with all stakeholders the school's strengths have been identified as the ethos and culture of the school, which is friendly and approachable.

b) **Data**

Our data shows that overall attainment is good. By the end of P1 all learners have attained the appropriate CfE levels in listening and talking, reading, writing, numeracy and combined literacy. By the end Primary 2 most learners are on track to attain the appropriate CfE level. By the end of Primary 3 most children are on track to attain their appropriate level in reading, writing and numeracy with the majority on track to attain writing and combined literacy. The whole school data shows that individual children continue to make progress over time. The data identifies that our children are more confident in Numeracy and therefore a continuous focus on Literacy through play will be central to school improvement.

c) **What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?**

Vision and values have not been developed so this needs to be a priority to ensure it underpins all learning and gives all the learning a purpose in order to develop our children fully. Using our data we are able to identify gaps in learning for children. Due to the small number of children the gaps are individualised and supported. The data shows that the greatest gaps are in Literacy where targeted support takes place through Support for Learning and daily input for children with identified gaps using the 5 minute box.

d) **Summary/overview of proposal & non-negotiable outcomes**

We propose to continue to support children through the regular deployment of the support for learning teacher and the effective use of support staff. Staff have been identified to complete PEEP training to support our children and extend the positive relationships with the whole school community. By agreeing on vision and values for our children, our work will be underpinned by these. Play is imperative to our children's development so purposeful play needs to be central to our practice and will be the main focus of our development.

Dechmont Infant School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	Proposed Actions	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <ul style="list-style-type: none"> ➤ Vision, values and aims are owned by the school, ELC and community and are used to exemplify excellence and equity ➤ All learners experience an enquiry based play curriculum across all levels (including the ELC), providing opportunities for creativity, challenge and independent learning 	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> ➤ Review vision and values with all stakeholders and create a shared vision and clear values for the school community, which underpin all learning and teaching ➤ Implement the play pedagogy action plan led by the all staff and supported through high quality CLPL opportunities with a particular focus on Literacy 	<p>HT All staff June 2020</p> <p>All staff Lead Learner Ongoing 2020</p>	<p>Pupil discussion groups indicate a greater ownership and understanding of the school's vision, values and aims Vision values and aims reflect the uniqueness of our school</p> <p>Quality Improvement Systems indicate that almost all (90%) of lessons incorporate opportunities for learners to be creative and challenged through play experiences</p>
<p>Improvement in all children and young people's wellbeing:</p> <ul style="list-style-type: none"> ➤ All learners from ELC to P3 experience increased opportunities for high quality outdoor learning experiences ➤ ELC staff and children have a greater understanding of the wellbeing indicators and staff use them to support pupil's wellbeing 	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> ➤ Through high quality CLPL, including forest schools, the outdoor area is used to enhance and enrich learning experiences ➤ Build on introduction to 'Our Creative Journey' wellbeing icons/characters in daily practice ➤ Reinforce characters through daily practice and dialogue in nursery 	<p>All staff Oct 2019</p> <p>All staff Jan 2020</p>	<p>90% of stakeholders report positively about learners' outdoor learning experiences</p> <p>ELC staff meeting minutes reflect a greater understanding of the wellbeing indicators and how to support the development of these in the ELC provision.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> ➤ All learners show an increased understanding of how to risk assess play and demonstrate risky play inside and outside in a safe and managed way. ➤ Children demonstrate skills in real life contexts 	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> ➤ Through the curriculum meaningful links are made to the world of work, including risky play 	<p>All staff Ongoing June 2020</p>	<p>Pupil learning conversations demonstrate a greater ability to discuss skills learned and how these relate to the world of work Quality Improvement Procedures indicate that almost all lessons are linked to the world of work</p>