

Bun-sgoil Bhogha Mòr agus Sgoil Àraich Bowmore Primary School and ELC



School Improvement Plan 2016-2017
Includes Standards and Quality Report
2015-2016



Argyll & Bute Council
Community Services - Education





Argyll and Bute Council: Community Services: Education Improvement Planning

Establishment	Bowmore Primary School
Area	Islay
Session	2016-2017



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SIGNATURES			
Head of Establishment	Maureen Macdonald <i>Maureen Macdonald</i>	Date	27-8-16
Education Officer		Date	



1a Our vision, values and aims

Bowmore Primary School's Vision and Aims.

Our shared vision in Bowmore Primary School is that we are working together to nurture every child towards reaching their full potential and enabling them to have the skills and confidence to embrace the world in which we live.

We aim to provide exciting engaging activities for children which are interesting, creative and challenging giving our children the opportunity to become deep thinkers and able problem solvers.

Active learning and co-operative learning will promote both relevant experiences and life-long skills of working together. An ethos of learning through perseverance and resilience will be endorsed therefore support and encouragement will be greatly promoted in Bowmore Primary by pupils, staff and stakeholders alike.

Pupil voice will be strong in Bowmore and will help lead the journey to excellence.

Bowmore Primary School's Values.

Mutual Respect **Be Healthy and Active** **Be heard – Feel Valued** **Persevere** **Expect the Best** **Be Positive**



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

Our vision which led onto our aims began with parent and child consultation. Parents and children were asked what their 'Dream School' would look like and be like. We had notice boards with stick-its to gather parent views. Staff used this information to form our shared vision. We shared the final version with parents and displayed this in the main entrance, the Pre 5 entrance and in the office. Each teacher has his/her own copy. We also shared this on our school web-site. Not only did this process form our vision, it created a tangible opportunity that the children could lead – the improvement of our school grounds. This has been supported by our ECO Change Makers group and two staff members. Our vision, however, is not static as we are constantly self-evaluating which may lead, in the future, to a further improvement of our vision and aims.

The development of our values involved, once again, children, parents and staff. At the beginning of the process, all children and staff (teaching and non-teaching) were consulted and worked in small groups, to determine which values they considered to be the most important. These were collated and agreed by the children before sharing them with parents. Parents added their input and our six values were drawn up. These are displayed in every class room, in our main hall, the school entrance and our web-site. They are referred to by staff and children on a daily basis. Mutual respect is our top value.

2. Summary of self evaluation process

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

As a staff who have undergone and HMle inspection and HMle Return of Visit within the last two years and are preparing for a third visit within the next 6-8 months, we have used the RIF and ROV to self-evaluate as well as material from Education Scotland. Focusing on Quality Indicators 1.3, 2.3, 3.2, 3.1, 2.2, and 2.7 from the new HGIOS 4 document will enable us to promote improvement in line with the National Improvement Framework and The Advice on Gaelic Education as well as National guidance for Early Learning will inform our planning and evaluation for the coming session. We have implemented many changes within the school and held a Sharing of New Practice event for parents. Our children played an equal role with staff to help explain some of the improvements, for example, our Learning Logs, our assessment folders, using the NAR flowchart and the floorbooks for planning . We asked parents to record their comments after such events so as a staff, we can act upon them if appropriate. Within meetings with our Parent Council, we have shared all the improvements we have made, what the impact has been and what our next steps will be. We welcomed any questions/comments from the Parent Council. A recent meeting with the Parent Council and the Parent forum enabled us to share our progress since the Return of Visit from HMle.

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	<ul style="list-style-type: none"> Pupils are becoming increasingly aware e of themselves as learners. Pupils set personal targets Pupils can identify their next steps in their learning Children lead their learning. All children are encouraged to challenge 	<ul style="list-style-type: none"> Learning Logs, Learning Reflection time, parental involvement, children have their own assessment folders to see how much they have achieved Targets displayed on desks and in Learning Logs. After discussion with teacher, children set own targets NAR flowcharts in first and second level classes. Floor books evident in Early and First level classes. Children are part of the Change Makers group to lead improvement within the school. 	<ul style="list-style-type: none"> Review the purpose, the management and the value of content of the Learning Logs Improve opportunities for children to apply their knowledge and understanding in a variety of relevant contexts.

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?
	<p>themselves</p> <ul style="list-style-type: none"> We have an overview in place, recording all the children's progress 	<ul style="list-style-type: none"> MUST SHOULD COULD displayed within the success criteria which is generated with the children. Bloom's verbs are used to increase the depth of challenge within the success criteria. Staff are aware of the children's progress and can plan accordingly 	<ul style="list-style-type: none"> HT to plan within the monitoring calendar, bi-annual meetings with teaching staff to discuss children's progress
<p>How well do we support children/young people to develop and learn</p>	<ul style="list-style-type: none"> Success criteria is being developed so children are very much aware of where their learning is going Target setting in place Learning Reflection time to support children with their understanding of where they are in their learning. Developing the school as a nurture school Support those who require it with resources such as Toe-by-Toe, 2 plus 1, Scotland Reads initiative. Use results from YARC, Wraps, Parallel Spelling to plan accordingly for children Change Makers groups develop leadership skills in leading change within the school. NAR flow charts and floor books provide the children the framework to lead their learning. Universal Child Plans are put in place when required. We ask the support of stakeholders to offer their skills to enhance and support the children's learning. The MUST SHOULD COULD is used 		<ul style="list-style-type: none"> Yearly overview of local, national and international events to be planned

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?
	<p>across all levels to ensure each child is appropriately challenges and all can experience some level of achievement</p> <ul style="list-style-type: none"> Use different pedagogies to cater for different learning styles. 		
<p>How do we improve the quality of our work</p>	<ul style="list-style-type: none"> Started moderation within the school across all levels to ensure progression and expectations. Moderation also takes place across the cluster at all levels. A staff member is our designated moderation facilitator Planning buddies to ensure good quality planning We are beginning to use Bloom's taxonomy in our planning to ensure progression, depth and challenge. It is also used with the children to develop success criteria. HT monitoring of lessons/jotters Professional development opportunities On-going self-evaluation. Rigorous self-evaluation at specific times throughout the session in line with HMle ROV 	<ul style="list-style-type: none"> Meeting minutes Staff member attends courses and feeds back to all teaching staff, implementing any new initiatives. Plans are of a higher quality, Displayed in some classrooms, evident in plans and success criteria on whiteboards and children becoming more familiar with the language Monitoring feedback sheets GTC PU file Enables staff to think through all new initiatives they and the school have put in place, assess the impact it has made and think about next steps to continue to improve the quality of teaching. 	<ul style="list-style-type: none"> We plan to focus on an aspect of HGIOS 4 each term to ensure regular self-evaluation is carried out in line with this document We are planning termly moderation across levels, addressing different curricular areas HT to monitor plans being carried out All classrooms have a Bloom's display, success criteria and plans to show progression, depth and challenge using Bloom's verbs. Children to begin to use the language. Monitoring calendar in place for next session Staff need to be more proactive in attending courses which are in line with SIP and PRDs. Staff must cascade to the rest of the staff after attending course. Work through the ROV to focus on areas still to be addressed. Ensure bi-annual meetings with staff are



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?
	<ul style="list-style-type: none"> We now have a yearly overview of children's progress. Carrying out assessments in all areas of the curriculum Progression pathways are being developed 	<ul style="list-style-type: none"> We can identify children who need support/need to be challenged Staff have a secure knowledge in where children are in their learning relating to the SAL and Es and Os Teaching staff have a clearer understanding of progression within a level 	<p>carried out, to discuss children's progress (insert in monitoring calendar)</p> <ul style="list-style-type: none"> Streamline assessment with the support of the moderation facilitator and become more skilled at using assessment for our planning. Develop pathways for all curricular areas and put into practise then evaluate.

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 (attainment in literacy and numeracy)	developing	HMIe RIF and ROV report	✓	3.2 2.3 1.1	Achieving Nurtured	ED01	School improvement	Cluster Rachael MacCaffer to lead moderation
2.	Learning, Teaching and Assessment: Quality of teaching	developing	HMIe RIF and ROV report	✓	2.3 1.2	Achieving	ED01	Assessment of children's progress	Cluster working
3.	Improve Health and Wellbeing outcomes for all children from ELC to P7	Embedding /Developing	HGIOS 4	✓	3.1 1.4 1.5 2.1 2.7	Active Achieving Nurtured Included Healthy	ED04 ED07	NP 3 Driver 1,4 &6	Health Partners Rona Young ASC Sport Partners IHS Sport leader IHS Support Staff
4.	Developing the Curriculum	developing	HMIe RIF and ROV report	✓	2.2	Achieving	ED01 ED08	NP 4 Driver 1,4&6	Parents Specialists Businesses University of Readin Other Schools within and outwith the cluster

5.	Leadership ; Collaborative Approach to Self Evaluation using National Guidelines CLPL for all staff Implementing Improvement and Change Leadership and Management of Staff Management of resources and finance Children Leading Learning	Developing Developing Embedding Developing	HMIe RIF and ROV report	✓	1.3	Responsible Included	ED06	NP 1-4 Driver 1,2&3	All Partners (see previous Priorities) Parents Colleagues A&B SMT
6.	Partnerships	Developing	Self Evaluation	✓	2.7 2.5	Included Respected Nurtured Achieving	ED07	NP 2 Driver 1&5	Parents and families Partners

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	3.2 1.1 2.3	Improvement in attainment, particularly in literacy and numeracy	Children's progress will be tracked in Reading, Writing, Grammar, Spelling L&T and numeracy from P1-P7 year on year. Use data to identify strengths and areas for development. Ensure appropriate next steps for learning for each child are in place.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
School to purchase and implement new maths resources to improve pace and progress (Heinemann Active Maths)	Twilight Session led by RM Sep 2016 Implement by October 2016 Evaluate wk commencing 10.10.16 at staff meeting. Repeat 14.12.16	Rachael MacCaffer (class teacher with prior knowledge and experience of HAM)	R MacC to assist the purchase and implementation of new resource to lead twilight on HAM
Numeracy Tracking tool to be developed	As soon as HAM is purchased and teachers are familiar	RM and NO	
All classes to use the new resource, Number Talks	Implement by October 2016	Teaching Staff and ELC staff	GM to lead twilight for Early Level on 'Number Talks' RMacC as above for first level NO as above for second level Evidence of use must be shown in planning.
Share and use 'Back to the Chalkboard' resource	Awaiting confirmation of date from SB	All teaching staff	SB to share 'Back to the Chalkboard' resource with staff at twilight.
Develop numeracy progression pathways, using existing pyramids and adding HAM	Begin after the implementation of HAM. Review in December 2016	All teaching staff	Curricular Development time from within the 195 working time agreement

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Whole School Numeracy mini topics enable moderation, sharing the standard of Es and Os	1 per term after Jan 17	MMD & teaching staff	Topics planned by staff at Curricular Dev meetings.
Use the Early Years Learning and Development Numeracy guidance to inform planning in ELC and Sgoil Araich. This will dovetail into EY and school	Start using Aug 2016	FA,AS, MM, GM,SM,NO	Planning meetings and regular monitoring of EY /SA settings to ensure the environment reflects good practice .
Implement Accelerated Reading	Training by K McK term 1	Kirsten McKenzie	The Accelerated Reading Programme K McK to lead twilight for all staff. Twilight
Create a literacy tracker that records pupil progress in reading, spelling, L&T, Writing and grammar	November 2016	All teaching staff and AHT	Curricular Development time from within 195 hrs
Moderate and Record writing baseline from each class to inform planning to meet children's needs	September 2016	Teaching staff	Moderation time from within 195 WT
Reciprocal Reading Rubric to be translated into gaelic, To be shared nationally?	December 2016	Niall Oliver, Sine MacKellar, AHT, Storlann? CnaG,	AHT to provide the resource,Time for teachers to translate, Storlann to fund production
Use reciprocal reading rubric to assess reading strategies from P5-P7 and to ensure strategies are being taught from P1-4. Each child to record their learning in their reading journal	Start in September 2016	MMD – AHT to lead	Curricular development night to become familiar with the updated rubric and to plan for implementation
Develop new writing criteria for early and first levels and link with grammar. Develop the new second level writing criteria and link with the grammar.	October 2016	GM, LG, AH, LM, SM, NO, Cluster first and early level colleagues	Twilight session with cluster colleagues – first term

Evidence of Impact on learners – How do we know?
<ul style="list-style-type: none"> • Evaluate HAM wk commencing 10.10.16 at staff meeting. Repeat 14.12.16 • Twilight, Number talks 1/11.16. Mental maths class visits term 2 • Back to the Chalkboard – evaluation to follow twilight session (date TBC) • Evaluation of literacy tracking in Jan 2017 at staff mtg • Numeracy tracking to be developed • ELC staff should implement good practice from Numeracy and Literacy A&B guidelines and from guidelines provided by AHT. Regular planning and evaluation meetings and visits. Feedback to inform next steps. • Evaluation of accelerated reading December 2016 at staff mtg

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2.	2.3	Teaching , Learning and Assessment	<p>Use of skills ladders to record progress within the 4 capacities for each child – in and out of school</p> <p>Recognition of skills development in Learning Logs</p> <p>High quality questioning and feedback, staff interactions and use of resources to improve learning</p> <p>Planning is creative, proportionate and reflects what is to be learned and assessed</p> <p>Teachers focus on Pace, Challenge and high expectations to improve learning and teaching.</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Skills ladders are used to record individual progress within the 4 capacities. Tracking will ensure breadth	During Forward Plan discussions with AHT	Teaching staff /MMD	Tracking tool to be developed by LM and AH during curriculum Dev time
Consistent use of Learning Intentions and Success Criteria to raise expectations, provide challenge and differentiation, build on Prior Learning and raise children's awareness of their learning	Start Aug 16	MMD to lead , discuss with each member of staff. Monitoring via class visits	Provide opportunities for staff to carry out class visits
Use of new i-pads to enhance learning	Incorporated into forward plan	All teaching staff, Jo Clark, Port Ellen Primary	R MacC to work with JC & hold twilight on the use of i-pads. Use must be evident in planning
Teaching staff and ELC staff focus on using high quality questioning to improve staff interactions with children	August 16 – ongoing	Monitored by AHT , Focus of a peer class visit	Organise planned visits and time for professional dialogue
Children independently planning and recording their learning and identifying their next steps from	August 16- ongoing	All teaching staff and ELC staff	All staff are aware of various methods of planning and recording learning. Expectation to start from

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
assessment, feedback, self evaluation . Use of NAR Flowchart Floorbooks, learning walls, Learning Logs.			the outset of the new session.
Consistent Use of Active Learning and Co-operative Learning across the school to engage learners and improve teaching methodology	August 16- ongoing Monitored in F/Planning	All teaching staff and ELC staff	AHT to attend Co-operative Learning W/shop for GME and cascade back to staff. All staff are aware of pedagogy. Expectation to start from the outset of the new session.
Increase outdoor learning opportunities. Incorporate at least one planned opportunity per term. Freeflow outdoor use in ELC	August 2016 – Ongoing	All teaching staff and ELC	Waterproof trousers, jackets
Develop a teaching and Learning Policy	By March 2017	All teaching staff +HT	Time from within the WTA

Evidence of Impact on learners – How do we know?
<p>Tracking of skills tool used by class teachers. Recognition of achievement updated in the Hall RM to liaise with JC (Port Ellen Primary School) BPS to pay for cover for JC to be released to work with RM and to hold a Twilight for staff – could be joint Effective questioning – HOTS questions posters to be put up on walls to remind teachers /ELC staff/ CA/Language Auxilliaries Evidence of planning, next steps, evaluating in LLs, Floorbooks, Learning Walls, IDL Planner Outdoor learning to be incorporated into planning Variety of teaching methodology/ pedagogy to be evidenced in termly planning A Teaching and Learning Policy enables all teaching staff to have a shared understanding of expectations and provides guidance</p>

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3.	3.1 1.4 1.5 2.1 2.7	Improve Health and Wellbeing outcomes for all children from ELC to P7	Staff track SALs across all aspects of H&W to ensure breadth and balance. Ensure support for all is in place to remove barriers to learning Start weekly nurture session- joint plan between CT and Pupil support Develop a systematic approach to the management of UCPs, working with Support partners and improving outcomes for children. Work with all sports specialists and parents to promote an active lifestyle

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Create a tracker to record breadth and balance H&W SALs Niall Oliver to translate to Gaelic	September 2016 – November 2016	Gillian Morris Niall Oliver Maggie Harrison PEPS MMD to facilitate	2 day PT time. Joint work with Maggie Harrison Port Ellen Primary School Cover for staff to develop - Niall Oliver Discuss at SIP meeting in October 2016
Record Developmental Milestones information and populate SEEMIS as required	December 2016 June 2017	Fiona Aitchison, Angela Small, Morvern McPhee, MMD	ELC staff to use 1½ hrs per half year for administration 4 hours management time in total to populate SEEMIS
Further develop work as a nurture school – create a nurture room. CALM training to promote restorative practice	June 2016-June 2017 September 2016	Sarah Jamieson, Ed Psych. Alison Currie A&B	Nurture room to be resourced appropriately and timetabled for target groups. Joint planning between CTs and Pupil Support Twilight on restorative practice on all staff members – teaching and non-teaching
Systematic approach pupil support; Calendar of meetings to be disseminated to partners SALT, Health Visitor, School Nurse, staff, Pupil Support	August 16- Calendar to partners and staff Files created Aug/Sep 2106	MMD, Kate D, Parents, Health Visitor, Ed Psych, SALT, Pupil Support	Purchase folders for UCPs file storage HT to disseminate UCP meeting calendar and facilitate attendance of Class teachers and ELC staff

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>HT as named person to lead UCP meetings, amend and update Child’s plans in consultation with partners, parents, children, teachers. Teachers to identify targets with appropriate partners. Children’s support files to be managed by the HT</p>			<p>HT to discuss literacy data with Pupil support to inform next steps for pupils. Purchase Toe by Toe, Stareway to Spelling, Plus 1 and 2 , Use of staffing budget to facilitate 1:1 teaching time thus improving outcomes for children with Behaviour difficulties, support needs</p>
<p>Consult with ASC to plan various sports festivals ; Rugby, Football, Golf, Orienteering, Shinty Multi Sports. Inc Gaelic Specialists Plan Swimming , Cycling , Mile Run, Dancing with school staff</p>	<p>ASC Plan Aug 2016 School Sports Events Plan Aug 2016</p>	<p>Nona Thomson, Allan Wright, Martin Rae, Euan Macdonald, Domhall Morris, Lynn Macdonald, Rona Young, Staff inc APT&C, janitor</p>	<p>Staff meeting time, Time for meeting NT, Staff incorporate into F Plans</p>
<p>Develop a Support for Learning Policy</p>	<p>By March 2017</p>	<p>All teaching staff , Pupil Support Partners</p>	<p>Time from within the WTA</p>

Evidence of Impact on learners – How do we know?
<p>All aspects of H&W are being covered within a year so each cohort of pupils are getting a breadth of experiences . Developmental Milestone Data informs next steps for children and joint planning with Parents . Identify staffing for Nurture & Plan the what, when, where, how. Meet with parents to gain input into planning and to gather feedback. Appropriate management of UCPs, HT assuming role as Lead Professional and Named Person, regular meetings with partners and parents. Smart Target setting to improve outcomes for children. Children enjoy an active healthy lifestyle to support wellbeing. A support policy will provide clarity and guidance of staged intervention in accordance with A&B guidelines and also provide clarity of procedures and responsibility within the school.</p>

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
4.	2.2 1.1 1.3	Development of the Curriculum	<p>Track SALs across the curriculum ensuring B & Balance</p> <p>Balance of Discrete and IDL planning – creative experiences for Pupils , depth of learning</p> <p>Embed L1+2 Gaelic Learning</p> <p>GME and EM –Curriculum planned across the 4 contexts for learning and in accordance with National Guidelines</p> <p>Pupils will participate in Independent Learning through Endeavour and Plan , Do , Review to develop skills and provide opportunities for personal achievement</p> <p>Pupils lead learning and develop skills through Change Maker Groups</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Use the SALs to track breadth and Balance across the curriculum and Use Year overview to plan each curricular area over 4 terms.	Begin August 16 Check SAL tracker each term	MMD, Teaching staff	Year Overview Template SALs Tracker
Balanced mix of Discrete and IDL planning for each class . Underpinning planning will be 7 design principles	Start Aug 16 Oct 16, Jan 17, April 17	MMD, Teaching staff	Review planning templates and develop as discussed at curricular dev nights.
Create our Ambassadors for Gaelic. Have training session in Go Gaelic. Timetable Gaelic so all EME classes are learning at the same time. AoG support staff with the language and games. Work with Comann Nam Parant, ICCI, GDO, CnaG, resources from Storrann	Aug 16 for GLL October 2016 – ongoing	Gillian Morris to lead GLL AHT to lead GME developments G4-7 All teaching staff	G4-7 trained in Go Gaelic, PT to lead AHT / NO/SM to work with Gaelic Partners, Parents and with Ed Scotland to facilitate Gaelic Learning across the 4 contexts and in accordance with the Gaelic Advice Paper Use GAP, HGIOELC and HGIOS to evaluate Gaelic Learning from Sgoil Araich – P7

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Pupils in second level participate in Endeavour. At Early and First level, children participate in Plan , Do , Review to develop independent learning and skills To develop Personal Achievement	After Oct Break for Endeavour PDR – 1 per term	Teachers, ELC staff, Parents	Skills posters for early level Planning tool for Endeavour – Jo Clark to work with RM
Ensure there's a balance of cross cutting themes when planning IDL; Outdoor Learning, ICT, Enterprise, Amend and develop IDL Planner as required	Start Aug 16	All Teaching staff	IDL template FP discussions /sharing of practice
Further develop the Change Makers groups. Older children of each group will form a management team to draw up an action plan for their improvement plan. Share this one with the children. Children to create their own format. Groups are; Eco Schools, Global Citizenship, ICT, Captains, Vice Captains, H&W, Gaelic and library	Create SIP with pupils All teaching staff	Teachers pupils	½ day per fortnight groups get together and the whole school work together P1-P7 in their Change Maker Groups
Continue to embed the school values and amend if /when necessary. Children to lead assemblies to showcase Change Maker Learning /progress	Pupils, Staff	Pupils, staff, parents, specialists	Plan Change Maker Time, Resources to facilitate group plans

Evidence of Impact on learners – How do we know?

Children have a wide and varied curriculum that builds on prior knowledge . There are no gaps in learning.
 Creativity in planning enables children to have rich experiences and provides opportunities for extended learning
 Gaelic is celebrated as a unique feature of Bowmore Primary School and Community. Children in GME become leaders of learning. Gaelic learning is promoted and encouraged.
 Children become confident at independently planning, assessing, evaluating their learning. They are confident to talk about learning and understand what and why they are learning
 Final Outcomes in IDL are varied and challenging and children are developing a variety of skills for learning, life and work in the process of achieving their final outcome .
 Children are confident to lead learning and to present their learning in a variety of contexts.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
5.	1.1-1.5	Leadership at All levels	Self Evaluation for self improvement using National Guidelines Children Leading Learning Leadership and Management of Staff Management of resources and finance

Tasks to achieve priority.	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Use time within the WTA to have planned self-evaluation time using the new guidelines and raised expectations 2016/2017	Start in August 2016	Teaching Staff MMD,	SIP time within the WTA Challenge Questions for focus QIs Record and identify next steps for improvement
Planned opportunities for children to lead their own learning e.g Endeavour, Plan, Do , Review, Change Maker Groups Children communicate their learning to parents	August , Oct 2016 Jan, March, June 17	Teaching staff, ELC staff, MMD, children	Long Term Planner, Endeavour resources, Planned Showcasing events Change Maker Group working very fortnight Forward plan meetings between HT and staff
Successful recruitment of staff to deliver Gaelic, EME, ASN, CA, CEW. Lead and manage temporary staffing arrangements with minimum disruption to learning. Oversee staffing changeovers. Effective communication and systems to manage Pilot Shared Headship Arrangements for PRDs and enable CPD opportunities	August 2016 October 2016 February 2017	Maureen Macdonald	Communication with staff on supply list and temporary staff Clarity of timetables to inc non –class contact, delivery of L1+2, PT time PRD timetable disseminated to all staff
Manage resources and staff within budget allocation Termly meetings with AFA to determine budgets available. Prioritise in accordance with SIP. Finance used innovatively to increase attainment	September 2016 November 2016 January 2017 March 2017	Maureen Macdonald Helen Gillies Clerical – JS All teaching staff &ELC staff	Detailed Budget for the coming session Planned time between AFA and Clerical to plan staffing Creative use of staffing budget to Staff meetings to involve staff in determining resource needs



Evidence of Impact on learners – How do we know?

SIP meetings timetabled and in accordance with WTA, Staff reflect on practice, work on identified areas for development ,share ideas, engage in dialogue.
All characters are printed and used for behaviour, strengthening a positive ethos
A timetable is in place in accordance with National guidance and which utilises staff efficiently to deliver best outcomes for children and help raise attainment.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
6.	2.7	Partnerships	<p>Amalgamate the PTA and the Parent Council to maximise and bring together Parental Support for the school. In consultation with HT and the staff member the new Parents Council will Create a Constitution that suits the school's needs.</p> <p>Within our long term planning, plan opportunities for parents and carers to be involved in a mixture of whole school, class and club events.</p> <p>Gain parents views about the school and ELC through questionnaires, parent/teacher meetings, information evenings, class DOJO</p> <p>Communicate effectively with parents about improvement, success and achievement, general information</p> <p>Provide opportunities for parents to celebrate with staff and children</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>Meet with the Parent Council and the PTA separately to gauge opinions about an amalgamation of the two parent bodies.</p> <p>Hold a Parents Information evening to drum up support and interest for the new Parent Council</p> <p>Hold an EGM to establish the new board of the council and to draw up a constitution</p>	<p>August 2016-08-27</p> <p>October 2016</p>	<p>Current Parent Council</p> <p>Current PTA</p> <p>Parents</p> <p>Gillian Morris</p> <p>AHT</p>	<p>Meetings</p> <p>Various Constitutions from various Councils</p>
<p>Plan opportunities for Parental involvement in IDL, Endeavour, whole school events throughout the session</p>	<p>Start in August 2016</p>	<p>Teaching staff ELC staff, pupils, MMD, Parents</p>	<p>Staff meeting for Long Term Planning</p> <p>Newsletters, Website, DOJO, text for communication</p>
<p>Issue Parent Questionnaires P1-7 and ELC in April 2017</p> <p>Through parent meetings, class DOJO, website, Twitter, parent council gather parent feedback about the school</p>	<p>April 2017</p> <p>Start in August 2016</p>	<p>Clerical, MMD,</p> <p>Class Teachers and staff in ELC,MMD</p>	<p>Review and amend existing Questionnaires</p> <p>Review feedback and disseminate to staff</p> <p>Teachers and ELC staff record parents views</p> <p>Staff and PC discuss parent views and respond to any issues</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Promote the new school website and learning Blogs to encourage parental engagement.	Start in August 2016	Teaching staff, ELC staff Children	Ensure new website address is on all correspondence to parents Regularly populate the website to keep it up to date
Reporting to parents about children’s learning through the Learning Logs. Encouraging Parents to make comments and give opinions , ideas, contributions	Every 3 weeks for PLP Oct, Dec, March, June	Class teachers and ELC staff	Staff to help pupils Set up PLPs for new session
Invite parents to showcasing events, whole school/ class learning events, Endeavour planning, outdoor learning, sports, extra curricular events &trips,	Start August 2016	All staff Parents Children	Planning time for staff Use designated time within WTA to plan parent meetings

Evidence of Impact on learners – How do we know?
<p>New and Established Parent Council will promote consistency, offer a wider field of support for the school, be included and will be fully aware of the Improvement Agenda</p> <p>Parents feel part of school life, Parents are fully consulted in their children’s learning and are also aware of National and local priorities. Raise confidence in parents</p> <p>Raise parent awareness of ELC literature , national guidelines, support and advice, allow parents to share dialogue with ELC staff. Utilise the new snack kitchen in ELC</p>

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.	Improvement in attainment, particularly in literacy and numeracy	Children’s progress will be tracked in Reading, Writing, Grammar, Spelling L&T and numeracy from P1-P7 year on year. Use data to identify strengths and areas for development. Ensure appropriate next steps for learning for each child are in place.	Teaching Staff ELC Staff AHT	Aug 16- June 2017
2.	Teaching , Learning and Assessment	Use of skills ladders to record progress for each child – in and out of school Recognition of skills development in Learning Logs Focus on High quality questioning and feedback, staff interactions and creative use of resources to improve learning Planning is creative, proportionate and reflects what is to be learned and assessed Teachers focus on Pace, Challenge and high expectations to improve learning and teaching.	Teaching Staff ELC Staff AHT	From August 2016
3.	Improve Health and Wellbeing outcomes for all children from ELC to P7	Staff track learning across all aspects of H&W to ensure breadth and balance. Ensure support for all is in place to remove barriers to learning Start weekly nurture session- joint plan between CT and Pupil support Develop a systematic approach to the management of UCPs, working with Support partners and improving outcomes for children. Work with all sports specialists and parents to promote an active, healthy lifestyle	Teaching Staff ELC staff AHT Pupil Support staff Active Schools Co-ordinator Sport Specialists	From August 2016
4.	Development of the Curriculum	Plan across all areas of the curriculum ensuring Breadth & Balance Balance of Discrete Subject and IDL planning. Plan creative experiences for Pupils to promote depth of learning Embed L1+2 Gaelic Learning GME and EM –Curriculum planned across the 4 contexts (subjects, IDL, Personal Achievement, Ethos) for learning and in accordance with National Guidelines Pupils will participate in Independent Learning through Endeavour and Plan, Do , Review to develop skills and provide opportunities for personal achievement Pupils lead learning and develop skills through Change Maker Groups	Teaching Staff ELC Staff Cluster schools AHT Parents Pupils	From Aug 16- June 17



5.	Promote Leadership at All levels	Self Evaluation for self improvement using National Guidelines Children Leading Learning Leadership and Management of Staff Management of resources and finance	AHT Teaching and ELC staff Pupils	Until June 2017
6.	Partnerships	Amalgamate the PTA and the Parent Council to maximise support and representation of the parent forum. In consultation with HT and the staff member, the new Parents Council will Create a Constitution that suits the school's needs. Within our long term planning, plan opportunities for parents and carers to be involved in a mixture of whole school, class and club events. Gain parents views about the school and ELC through questionnaires, parent/teacher meetings, information evenings, class DOJO Communicate effectively with parents about improvement, success and achievement, general information via blogs, Twitter, Text, Newsletter, Flyer, The school website Provide opportunities for parents to celebrate achievement and learning with staff and children. Strive for a cohesive School Community	Parent Council PTA MMD Gillian Morris Parent Members	From Aug- Oct Ongoing