

Education – Improvement Planning Document

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Establishment Name:



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Signatures:

Head of Establishment	Catriona Miller	Date	June 2018
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Quality Improvement Officer	Norman Greenshields	Date	
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Our Vision, Values and Aims

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**Vision**

At Aileymill, we believe that all our pupils will be **LEARNING TO LEARN, LEARNING TO CARE** and that a drive for excellence and equity will be underpin all our actions. Our core **values** are

- Respect (UNCRC Articles 7 and 16)

- Ambition (UNCRC Articles 4, 28 and 29)
- Honesty (UNCRC Articles 12 and 13)
- Caring (UNCRC Articles 19, 23 and 29)
- Responsibility (UNCRC Articles 12 and 42)
- Tolerance (UNCRC Articles 13, 14 and 30)

### **Aims**

To actively develop our children's skills and knowledge, developing their understanding of what successful learning looks like and how to develop this as a skill to enable them to become successful, lifelong learners.

To ensure that all our pupils have responsibility for their own learning; in partnership with their teacher, support staff, parents and carers

To afford our pupils with as wide a range of experiences as possible in order to develop an awareness of their place in their community and develop as responsible citizens.

To develop, in our pupils, the social skills and understanding of their roles and responsibilities within the school and its wider community, in order for them to develop as effective contributors

To create an environment where everyone; pupils, parents, carers, staff, our partner agencies and the wider community feel included, welcomed, nurtured and challenged to engage with their learning and development as Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals

### 3 Year Overview of Establishment 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 National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2018-2019  
Session 2019-2020  
Session 2020-2021

Overview of rolling three year plan

National Priorities	Session 2018-2019	Session 2019-2020	Session 2020-2021
Improvements in attainment, particularly in literacy and numeracy	<p>70% of pupils making a year for a year progress in reading (based on data from 2017-18)</p> <p>80% of pupils secure at Early Level for Literacy            73% of pupils secure at First Level for Literacy            70% of pupils secure at Second Level for Literacy            87% of pupils secure at Early Level for Numeracy            75% of pupils secure at First Level for Numeracy            60% of pupils secure at Second Level for Numeracy</p> <p>(based on data for 2017-18)</p>	<p>75% of pupils making a year for a year progress in reading</p> <p>Appropriate, data informed target to be set</p>	
Closing the attainment gap between the most and least disadvantaged children	<p>5% Improvement in Attendance</p> <p>Nursery to highlight the importance of regular attendance to parents through their Care and Learning Reports</p> <p>Nursery will track progress of SIMD 1 and 2 children</p>	Continued improvement in attendance	

<p>Improvement in children and young people's health and wellbeing</p>	<p>All relevant wellbeing data carefully monitored and updated and used to inform teacher and school interventions</p> <p>Continue to monitor PEF interventions to ensure best value</p> <p>Begin process of becoming an AUTISM FRIENDLY SCHOOL and Nursery</p> <p>Continue to develop independent access to outdoor space within the Nursery</p>	<p>GIRFEC pathway in use seamlessly, to support pupil wellbeing and attainment</p> <p>PEF funded interventions embedded</p> <p>Aileymill recognised as an Autism Friendly School and Nursery</p> <p>Continue to evaluate and plan for improvement of outdoor learning within the Nursery</p>	
<p>Improvement in employability skills and sustained positive school leaver destinations for all young people</p>	<p>Continue to develop Visible Learning in terms of a shared language of learning throughout the school</p> <p>Continue to refine the reporting process in partnership with parents and pupils</p> <p>Continue to embed skills based language throughout the nursery</p>	<p>Aileymill pupils able to articulate (appropriately to their age and stage) the Aileymill Language of Learning</p>	

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Assessment of children's progress Teacher professionalism Performance information	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 28: (Right to education): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> <li>80% of pupils secure at Early Level in Literacy, 73% of pupils secure at First Level in Literacy, 70% of pupils secure at Second Level in Literacy, 87% of pupils secure at Early Level in Numeracy, 75% of pupils secure at First Level in Numeracy, 60% of pupils secure at Second Level in Numeracy</li> <li>75% of pupils will be making a year for a year's progress in Reading</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Continue to embed SEAL and NL within P1-4	Aug - June 2019	Teaching Staff, CMOs, SLT	Training from IAC via CMO as required by staff
1.2 Develop Home Learning Maths Bags within the Nursery	August 2018	EYECO (0.6)	All necessary Numeracy and Literacy resources

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.3 SEYECO will implement Phonological Awareness programme in the Nursery	August 2018	SEYECO, parents	Phonological Awareness Pack
1.4 Target PEF funded EYECO at targeted pupils P1-3	August 2018	SLT, Teaching staff	
1.5 Continue to ensure the use of Number Talks across the school	August 2018	SLT, Teaching staff	Policies updated June 2018
1.6 Continue to ensure adherence to Aileymill Literacy and Numeracy Policies	August 2018	SLT, Support for Learning Team	All necessary SfL resources
1.7 Continue to provide effective, targeted Support for Learning			
1.8 Nursery to introduce Electronic Profile Tracking at ante-pre school	When WIFI is established	Nursery Staff	All necessary resources

### Evidence of Impact

- TPJs as indicated
- Classroom observations and learning conversations with pupils
- Teacher's self -evaluations
- HGIOS4 evaluations





<b>Priority 2</b> Closing the attainment gap between the most and least disadvantaged children		
<b>NIF Driver</b> School Improvement Parental engagement Performance information	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 28: (Right to education): Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• 5% improvement in attendance</li> <li>• Continued support for all pupils with Home Learning provided by the school</li> <li>• Staff able to articulate the attainment gap within their class</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 Employ a cluster based Wellbeing Officer to monitor attendance and offer support to targeted families.	As soon as possible after August	Wellbeing Officer, SLT, Admin staff	SEEMIS
1.2 Mark attendance on Care and Learning Reports in the Nursery and display Nursery attendance for parental information	August 2018	SLT	
1.3 Continue to provide, in partnership with Barnardo's, a quality Home Learning experience for all pupils and their families P1 – P7	August 2018	Teaching staff, Barnardo's staff, parent volunteers	All resources as identified by staff, parents and pupils

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.4 Continue to develop staff understanding of SIMD data to target resources and interventions	August 2018	SLT, teachers	SIMD data

Evidence of Impact
<ul style="list-style-type: none"> <li>• 5.3% improvement in attendance</li> <li>• Attendance figures, qualitative and quantitative feedback from Family Home Learning</li> <li>• Minutes from Attainment Meetings with staff</li> </ul>

Priority 3 Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> School Improvement Teacher professionalism	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 28: (Right to education): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> <li>• Continued reduction in incidents of aggression and inappropriate behaviour (quantitative data)</li> <li>• Continued improvement in pupils' perception of their safety and inclusion (GIRFEC survey data)</li> <li>• Continued reduction in number of pupils on EU pathway</li> <li>•</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Continue to work with provider to deliver high quality therapeutic intervention to targeted pupils	August 2018	SLT, service provider	Appropriate service provider
1.2 Continue to develop our GIRFEC pathway, tweaking paperwork to ensure effectively targeted interventions and to avoid unnecessary bureaucracy	Aug – June 2019	SLT, Nurture team, Support for Learning Team, class teachers	As required by identified staff
1.3 Work with Local Authority to become an Autism Friendly School and Nursery	Aug – June 2019	SLT, Heather Johnston, EYECO, Autism Support Group, Local Authority Autism working party	As required by identified staff
1.4 Continue with PATHS programme, ensuring that the ethos of PATHS is embedded in the daily routines of the Nursery	Aug- June 2019	All staff	Paths programme
1.5 Introduce Fruit and Vegetable garden in the Nursery to develop knowledge and understanding of Farm to Fork to encourage healthier eating choices	August – June 2019	All staff, parents	Gardening resources as identified

#### Evidence of Impact

- Reduction in numbers of pupils on enhanced GIRFEC pathways
- Reduction in instances of inappropriate behaviours in both classrooms and playground
- Continued improvement in pupil wellbeing (data collected and analysed by PT Wellbeing)
- Aileymill receiving recognition as an Autism Friendly School

<b>Priority 4</b> Improvement in employability skills and sustained positive school leaver destinations for all young people		
<b>NIF Driver</b> School Improvement Teacher professionalism Parental engagement	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 1.3 Leadership of change 2.7 Partnerships	<b>Other Drivers</b> <b>HGIOELC?</b> 1.2 Leadership of learning 1.4 Leadership and management of practitioners <b>RRS</b> Article 28: (Right to education): Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Pupils can confidently articulate their progress in learning and identify next steps using the Aileymill Language of Learning</li> <li>• Parental participation in Family Learning courses increased</li> <li>•</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 Develop a whole school language of learning which is age and stage appropriate	Aug-June 2019	SLT, Working party, school staff	Dedicated time from 195 hours
1.2 Continue to develop Family Learning Courses in conjunction with Partners	Aug – June 2019	SLT, CLD, Social Work, Inverclyde Academy	As identified
1.3 Nursery to work in conjunction with CLD to develop a range of cookery projects with parents	Aug – June 2019	SLT, CLD, parents	As required

**Evidence of Impact**

- Aileymill Language of Learning Policy developed
- Pupils using this to articulate their learning
- Pupil's learning logs
- Classroom observations
- HGIOS4 school evaluations
- Teacher evaluations
- Feedback from partners including parents

