



SCHOOL IMPROVEMENT PLAN

SESSION 2009 – 2010

Mission Statement

With West Lothian Council we are Striving for Excellence, working with and for our community to improve the quality of education

Values

We are striving for excellence in:

Focusing on our customers' needs
Being honest, open and accountable
Providing equality of opportunities
Investing in employees
Making best use of our resources
Working in Partnership

Aims

West Lothian Council aims to:

Develop a quality management culture
Give priority to policy development and strategic planning
Assure quality and set targets
Put in place systems for consulting customers and staff
Provide a quality learning opportunity to tackle disadvantage
Ensure best value
Invest in high quality staff development

Factors Influencing the Improvement Plan

School factors

- ◆ Focus on Learning and Teaching
- ◆ Improving pupils' attainment and achievement
- ◆ Citizenship and Enterprise initiatives
- ◆ Armadale Cluster Improvement Plan

Education Authority factors

- ◆ West Lothian Services Local Improvement Plan
- ◆ Succeeding Together
- ◆ Focus on Inclusion

National factors

- ◆ A Curriculum for Excellence
- ◆ Assessment is for Learning
- ◆ Determined to Succeed – Enterprise Education
- ◆ Closing the Gap
- ◆ Integrated Children’s Services
- ◆ National Priorities and Legislation

School Aims

- ◆ To develop the student’s knowledge and understanding of the world in which they live.
- ◆ To develop in each student a range of skills that will help the student to cope with the demands of life in our society.
- ◆ To help students maximise their potential for attainment and achievement in all areas of school life.
- ◆ To offer to each student opportunities to establish a set of attitudes, values and beliefs compatible with living in a modern, democratic and multicultural society.

School Priorities

Achievement and Attainment

- ◆ Attainment – to ensure that all pupils are able to realise their potential through the promotion and recognition of achievement and excellence.
- ◆ Support for Pupils – To provide effective support systems for all pupils which promote personal and social development and underpin academic achievement.

Framework for Learning

- ◆ Curriculum - To ensure a broad, balanced and flexible curriculum that provides young people with the best possible learning opportunities and experiences.
- ◆ Learning and Teaching – To provide the highest quality of learning and teaching experiences that enable pupils to enjoy their education and develop positive attitudes towards learning.
- ◆ Resource Management – To improve the quality of learning and teaching through the effective management and organisation of the school’s resources.
- ◆ Professional Development – To improve the quality of the educational experiences for pupils through encouraging staff to fully engage in continuing professional development.
- ◆ Management and Leadership – To ensure that the school’s promoted staff provide high quality leadership, management and support.

Inclusion and Equality

- ◆ Learning Environment – To ensure that all pupils are able to experience a positive and safe learning environment that promotes good behaviour, self discipline and respect for others.
- ◆ Social Inclusion – To ensure that every pupil enjoys equality of access to educational opportunities, regardless of background, special needs or disabilities.

Citizenship and Values

- ◆ Ethos – To provide a welcoming, safe environment in which each pupil is valued and supported.
- ◆ Partnership – To build and maintain partnerships between the school and the parental body, external support agencies and its wider community.
- ◆ Values and Citizenship – To prepare pupils for responsible citizenship by developing values, beliefs and attitudes compatible with living in a modern, democratic and multicultural society.

Learning for Life

- ◆ To equip pupils with the skills, attitudes and expectations required to prosper in a changing society and to encourage creativity, enterprise and ambition.
- ◆ To encourage good health in all pupils through strategies which promote physical and mental well-being and self-esteem.

Monitoring and Evaluation of School Improvement Plan

Monitoring and evaluation arrangements will include as appropriate:

- ◆ Discussion at EMT / Management Committee / Whole Staff and Departmental Meetings
- ◆ Classroom Observation
- ◆ Review of SQA / National Test Results with EMT / PTs / PTCs
- ◆ Review of attendance / discipline trends
- ◆ CAT Prediction comparisons at whole school and departmental level
- ◆ Through Working Groups e.g. AifL / Eco-School / TMR / School – Community Links Group
- ◆ Discussion with Parents Forum / House Reps Groups
- ◆ Questionnaires to pupils / parents / staff
- ◆ Annual Standards and Quality report

Long Term Focus

The main focus of the Improvement Plan over the next three years will lie in the following areas:

- ◆ Improving Attainment, especially in relation to S5 / 6
- ◆ A Curriculum for Excellence – AifL and Curriculum Development as required
- ◆ Ethos – including initiatives to involve all stakeholders

Main Focus for Improvement	Improving Teaching and Learning	
Priorities	Actions:	Expected Outcomes and Evidence
<p>To improve the quality of Learning and Teaching through the implementation of Assessment is for Learning Strategies</p>	<ul style="list-style-type: none"> ◆ To further develop and implement teaching approaches to improve pupils' learning experiences and their involvement and engagement in learning. To include: <ol style="list-style-type: none"> 1. Review of "Good Lesson" strategies 2. Learning Outcomes and Success Criteria 3. Improved Questioning to develop thinking skills 4. Comment Marking 5. Staff Self Evaluation Techniques 6. Participative Techniques ◆ Staff development and sharing of good practice at departmental and whole school levels during the implementation phase to improve staff skills. ◆ Integration of successful practice into the Learning and Teaching and Assessment and Reporting Policies. 	<ul style="list-style-type: none"> ◆ Teaching approaches implemented in all subject areas and year groups as evidenced by inclusion in departmental improvement plan, by classroom observation, peer and self evaluation, through departmental minutes and policies and through quality assurance procedures. ◆ Production of Staff Self Evaluation proforma. ◆ In-service session on Questioning Skills. ◆ Staff knowledgeable and confident in the use of AifL techniques as evidenced by departmental minutes, staff evaluation and classroom observation. ◆ Policies revised in these areas as appropriate.

Main Focus for Improvement	Improving Teaching and Learning	
Priorities	Actions:	Expected Outcomes and Evidence
<p>To improve the quality of Learning and Teaching through the implementation of Assessment is for Learning Strategies</p>	<ul style="list-style-type: none"> ◆ To further develop and implement learning approaches to improve pupils' learning experiences and their involvement and engagement in learning. <p>To include:</p> <ol style="list-style-type: none"> 1. The further development of group activities and collaborative working opportunities. 2. The further development of pupil target setting/next step procedures to increase pupil involvement in this process. 3. Pupil Self Evaluation Techniques 4. The development of pupils' skills as independent learners 	<ul style="list-style-type: none"> ◆ Learning approaches implemented in all subject areas and year groups as evidenced by inclusion in departmental improvement plan, by classroom observation of methodologies, peer and self evaluation, through departmental minutes and policies and through quality assurance procedures. ◆ Pupils will be more engaged with their own learning, better able to identify their strengths and areas for improvement and show more capacity for independent learning. This will be evaluated by an AifL audit of staff and pupils' opinions compared with a baseline measure. ◆ As a result of improvements in learning and teaching, a maintenance or improvement of comparative levels of performance as evidenced by SQA results

Main Focus for Improvement	Improving Teaching and Learning	
Priorities	Actions:	Expected Outcomes and Evidence
<p>To improve the quality of Learning and Teaching through the implementation of Curriculum for Excellence.</p>	<ul style="list-style-type: none"> ◆ Departments develop S1 courses in line with CfE Outcomes and Experiences and ensure coverage of 7 principles. ◆ Develop Literacy, Numeracy and Health & Wellbeing further, including input from all departments / staff. ◆ Creation of inter-disciplinary and cross curricular projects in S1/2. ◆ Health promoting School, Citizenship, Enterprise & other school activities restructured into inter-disciplinary projects and audited against Outcomes/ Principles / Experiences. ◆ Staff development and sharing of good practice at departmental and whole school levels to improve staff knowledge and skills. ◆ Integration into the Learning and Teaching and Assessment and Reporting Policies. ◆ Review curriculum architecture including all staff involvement via INSET and establishment of short life working group. 	<ul style="list-style-type: none"> ◆ Pupils being exposed to some CfE compliant courses in S1. ◆ New S1 Courses produced and audited against Outcomes/ Principles / experiences both for subject and for Literacy / Numeracy / Health & Wellbeing. ◆ All Departments involved in developing & participating in a range of inter-disciplinary experiences, audited against Outcomes/ Principles / Experiences. ◆ Health Fair, Primary Transition projects, Careers Fair, European Week, Holocaust Day, School Trips, and other whole school initiatives to be formalised into inter-disciplinary projects with content mapped against outcomes & experiences. ◆ Staff knowledgeable about outcomes and experiences and prepared for the implementation of courses as evidenced by staff evaluation, course creation and audits. ◆ Policies revised in these areas as appropriate. ◆ Curriculum Architecture group established. ◆ Curriculum Architecture discussed at INSET ◆ Changes, as required, produced and presented to EMT / School Management Committee.

To improve the quality of Learning and Teaching through the implementation of Assessment is for Learning Strategies

Task	Target Date	Action By
To further develop and implement teaching approaches	By August 2010	Literacy / Numeracy / Health & Wellbeing Groups All Teaching Staff
To further develop and implement learning approaches	By August 2010	Literacy / Numeracy / Health & Wellbeing Groups All Teaching Staff
Staff development and sharing of good practice	By December 2009	Literacy / Numeracy / Health & Wellbeing Groups All Teaching Staff
Integration of successful practice into the Learning and Teaching and Assessment and Reporting Policies.	By August 2010	EMT/Management Committee
In-service on session on Questioning Skills	By December 2009	DHT (Curriculum) All PTCs (Subject)
Production of Staff self-evaluation proforma	By August 2010	DHT (Support)

To improve the quality of Learning and Teaching through the implementation of Curriculum for Excellence

Task	Target Date	Action By
New S1 Courses produced & audited	By August 2010	All PTCs and PTs Subject PTC Equality and Inclusion All Teaching Staff
Some exposure to CfE courses for S1	By August 2010	All PTCs and PTs Subject PTC Equality and Inclusion All Teaching Staff
Develop Literacy, Numeracy and Health & Wellbeing further	By August 2010	Literacy / Numeracy / Health & Wellbeing Groups All Teaching Staff DHT (Curriculum) DHT (Support)
Develop Inter-disciplinary and cross-curricular experiences in S1/2	By August 2010	DHT (Curriculum) Literacy / Numeracy / Health & Wellbeing Groups All Teaching Staff
Whole school initiatives to be formalised into inter-disciplinary experiences	By December 2009	DHT (Curriculum) DHT (Support) All PTCs and PTs Subject PTC Equality and Inclusion
Staff development and sharing of good practice	By August 2010	Literacy / Numeracy / Health & Wellbeing Groups All Teaching Staff
Integration into the Learning and Teaching and Assessment and Reporting Policies	By August 2010	EMT/Management Committee
Review curriculum architecture (S1/2)	By August 2010	Curriculum Architecture Working Group EMT / management Committee

To improve the quality of Learning and Teaching through the implementation of Curriculum for Excellence from 2010 onwards

Task	Target Date	Action By
All S1 Courses CFE Compliant	By August 2011	All PTCs and PTs Subject PTC Equality and Inclusion All Teaching Staff
New S2 Courses produced & audited	By August 2011	All PTCs and PTs Subject PTC Equality and Inclusion All Teaching Staff
Enhance Inter-disciplinary and cross-curricular experiences in S1/2	By August 2011	DHT (Curriculum) Literacy / Numeracy / Health & Wellbeing Groups All Teaching Staff
Implement Curriculum Architecture recommendations (S1/2)	By August 2011	EMT / Management Committee
Review curriculum architecture (S3/4)	By August 2011	Curriculum Architecture Working Group EMT / Management Committee
All S2 Courses CFE Compliant	By August 2012	All PTCs and PTs Subject PTC Equality and Inclusion All Teaching Staff
New S3 Courses produced & audited	By August 2012	All PTCs and PTs Subject PTC Equality and Inclusion All Teaching Staff
Implement Curriculum Architecture recommendations (S3/4)	By August 2012	EMT / Management Committee
All S3 Courses CFE Compliant	By August 2013	All PTCs and PTs Subject PTC Equality and Inclusion All Teaching Staff
Presentation Courses produced & audited	By August 2013	All PTCs and PTs Subject PTC Equality and Inclusion All Teaching Staff

All Courses S1 - S4 CFE Compliant	By August 2013	All PTCs and PTs Subject PTC Equality and Inclusion All Teaching Staff
First Cohort presented for new exams in S4	By May 2014	All Teaching Staff