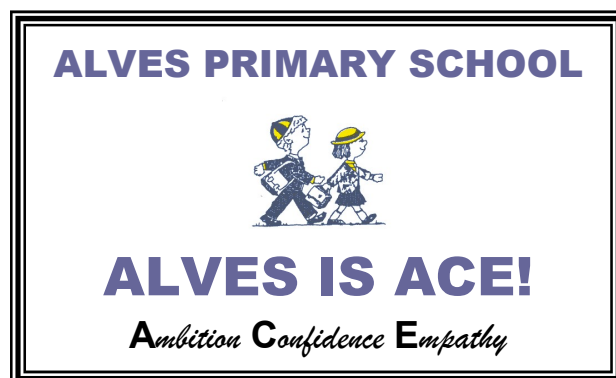


STRATEGIC IMPROVEMENT PLAN

Alves Primary, Main Road, Alves, Moray, IV30 8UR
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VISION & VALUES

Our school vision and values are the product of discussions and consultation involving all staff, pupils and parents. We believe that these are important in ensuring the best learning environment possible and coincide with Moray Council's "Ambitious to Achieve Excellence Together".

Vision: Alves Primary is a place of inspiration. Learning is fun and interactive and everyone is supportive of each other. Everyone in the community takes an active role and cares about each other and the school. Alves Primary is a place where aspirations to dream more, learn more, do more and become more, are realised.

Values: Respect, Teamwork, Caring and Enthusiasm were created by the pupils to ensure the best learning environment possible.

IMPROVEMENT PRIORITY	Main Actions	OUTCOMES
<p>How good is our leadership and approach to improvement? 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>1.1 Self –evaluation NIF Priorities – 2, 3 NIF Drivers – 1, 4, 5, 6</p> <p>1.2 Leadership of Learning NIF Priorities – 1, 2, 3 NIF Drivers – 1, 2, 3, 4</p> <p>1.3 Leadership of Change NIF Priorities – 1, 2, 3 NIF Drivers – 1, 5</p>	<ul style="list-style-type: none"> ○ Implementation of the Moray Tracker and creation of PEF folder, and use of Emerging Literacy audits ○ TLC – Enquiry based learning – L&T 8 curricular areas ASG. Use of current research for improvement ○ Pupil Council – to lead review Vision values and aims ○ Business groups – review remit and identify priorities 	<ul style="list-style-type: none"> ○ Identified emergent need and prioritise improvements using audit data ○ CPD to improve teacher confidence and understanding of progression which will impact on learners' experience and attainment ○ Pupils to have ownership of developments within the school

1.4 Leadership of staff NIF Priorities – 2, 3 NIF Drivers – 1, 2, 5	<ul style="list-style-type: none"> ○ Tackling Bureaucracy – staff development calendar, Seemis, WTA 	<ul style="list-style-type: none"> ○ Ensure teachers are working effectively within the Working Time Agreement
How good is our quality of care and education? 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 2.2 Learning pathways NIF Priorities – 1, 2 NIF Drivers – 2, 5 2.3 Learning and Engagement NIF Priorities – 1, 2, 4 NIF Drivers – 1, 2, 4, 5, 6 2.3 Quality of Teaching NIF Priorities – 1, 2, 3 NIF Drivers – 1, 2, 4, 5, 6 2.3 Planning tracking & Monitoring NIF Priorities – 1, 2, 3, 4 NIF Drivers – 1, 2, 4, 5, 6 2.5 Engaging families in learning NIF Priorities - 4 NIF Drivers – 3	<ul style="list-style-type: none"> ○ Develop literacy programme – P1 to P7 progression focusing on teaching points and staff workgroup directory ○ Develop numeracy programme – P1 to P7 progression focusing on and staff workgroup directory ○ Peer Observations – focus on assessment, effective feedback and pupil engagement ○ Emerging Literacy – complete year 2, develop whole school approach and CPD for all staff ○ Tablet for capturing real time assessments – Embed this process for tracking and monitoring pupil progress ○ Creation of an Alves N-P1 transition Assessment like GLS/ Nelson ○ Family learning and engagement. Pupils to teach parents at Open Nights Literacy and Numeracy 	<ul style="list-style-type: none"> ○ Progression and consistent approach ○ Progression and consistent approach ○ Pupils able to identify and engage with assessment and feedback provided for self-regulation of learning ○ Improved consistent approach to literacy from P1 to P7. Able to identify learning needs ○ Real time assessment for effective feedback and informed planning across all curricular areas ○ Streamlined approach for tracking pupil progression ○ Parental Engagement and creation of family programmes within the school
How good are we improving outcomes for all learners? 3.1, 3.2, 3.3 3.1 Wellbeing, Equality and Inclusion NIF Priorities - 2, 3 NIF Drivers – 2, 3, 4, 5	<ul style="list-style-type: none"> ○ Rights Respecting Schools 	<ul style="list-style-type: none"> ○ Achieve level Gold, improved relationships, social and emotional aspects of learning

3.2 Raising attainment and achievement NIF Priorities - 2, 3 NIF Drivers – 4, 6	<ul style="list-style-type: none"> ○ PEF – additional hours SfL staff and Breakfast Club (9:10 to 9:30) for excellence and equity ○ SfL assessment directory in staff workgroup – Teacher can access for planning 	<ul style="list-style-type: none"> ○ Close the gap in attainment and readiness for learning ○ Ensure the needs of all pupils are planned for and met
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National Improvement Framework [NIF] Priorities and Drivers

NIF Priority	NIF Driver
1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained positive school leaver destinations for all young people	1. School Leadership – Leadership of Change, high standards and expectations are shared, leadership action – targeted interventions 2. Teacher Professionalism – Skills & competencies, learners experience, moderation, professional enquiry 3. Parental Engagement – Family learning programmes, 3 rd tier agencies, PC lead improvements 4. Assessment of Children's Progress – literacy, numeracy and HWB, measuring HWB, data gathering to inform next steps, attainment gap, career information, 5. School Improvement – Early and sustained interventions and support, Self-evaluation process, Attainment Data 6. Performance Information – improving equity, Use of data from all levels, feedback, comparison data, meeting learner needs, reviewing progress