

Orchard Primary & Nursery Class

School Improvement Plan – Strategic Overview

Session 2016-2017

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**Aspirational Vision & Values**

(Developed by and shared with staff, learners, parents/carers and those with whom the school/centre works in partnership)

In our first year as Orchard Primary School and Nursery class our vision is that:

\* Orchard Primary School and nursery class will be a place where children thrive, and can see even wider possibilities for their own learning now and in the future.

\* Orchard Primary will be a safe and fun learning environment for all to thrive in.

\* All children will benefit from inclusion which supports development and removes barriers.

\* All of our partners and learners are treated with respect.

\* All will learn and develop in a nurturing environment which promotes and celebrates success and achievement.

**Rationale**

In arriving at our improvement priorities, we took account of the Key Priorities and Key Drivers of the National Improvement Framework, North Lanarkshire local priorities and the Challenge attainment data. As we are a new school we have also taken account of merging two schools and the differing experiences of learners and staff to give a more unified approach. We also took account of current national expectations in respect of Curriculum for Excellence, as outlined in Education Scotland’s Inspection Advice Notes (2015-16).

This session, in line with the Key Drivers of National Improvement Framework, we will take forward each of these aspects in the following ways:

With a focus on National Improvement Framework, incorporating Quality Indicators 1.3 Leadership of Change and 1.2, Leadership of learning, we will develop the implementation of CfE across all areas of the curriculum; in particular developing the Health and Wellbeing curriculum. The School Leadership team will by taking account of Quality Indicator 1.1, Self-evaluation for self-improvement ensure a programme of tracking is robust, and actions taken to improve the quality of learning and teaching in key areas across the school.

**School Leadership**

We will embed good practice procedures in relation to teacher professional review and development with timeous planning and review cycles. Developing Quality Indicators 2.2, the Curriculum, 2.3 Learning, Teaching and Assessment and 1.2 Leadership of Learning, opportunities for teacher peer planning and professional dialogue will be built in to collegiate time and staff will be expected to collaborate with colleagues across the school and cluster. Partnerships within the mainstream, Nursery and LCSC will be r developed to promote and share good practice and the partnerships with Clyde Valley High will begin development. We will promote all aspects of Professional Update and Professional Learning, engaging in revised PRD process.

**Teacher Professionalism**

Communication will be a significant development for us this session. We will embed regular communication with parents and welcome them into school throughout the school year on many occasions- assemblies, celebrations, fundraisers, class visits, progress reports and curricular workshops. We continue to fully support and endorse the work of the Parent Council to promote their work to the wider parent forum in order for them to help improve the school. Parental home/school links are a priority as we develop family learning and partnerships, incorporating quality indicator 2.5 Family Learning.

**Parental Engagement**

Pupils progress will be assessed both informally and formally throughout the year in core curricular areas. Achievement data will be analysed for children at end of Level attainment periods, to ensure we are offering the required targeted equity and meeting the needs of challenge and support. School will use the quality indicator 3.2 in support of its work to analyse trends in achievement and attainment for targeted improvements to close any gaps in achievement and attainment.

**Assessment of children’s progress**

Staff will be part of the consultation process on all issues affecting the school community. All staff will be involved in the development and implementation of Improvement Priorities to direct change within the school to ensure progress in relation to expectations of National Improvement Framework. School improvement will continue to be a priority as all staff contribute to an agenda of raising attainment. We will ensure equity for all children across the school.

**School Improvement**

**Improvement Priorities: Expressed as outcomes for learners** (A maximum of five. These may span up to three years. If appropriate, please indicate year 1, 2 or 3)

**Improvement Priority 1:**

Year 1 2016-2017

Year 2 2017-2018

Year 3 2018-2019

Learners across all levels will experience depth, progression and relevance in Numeracy and Maths and be receiving appropriate support and challenge

**Improvement Priority 2:**

All children, parents and staff will be learning and working in an inclusive and nurturing environment which takes into account GIRFEC and the Nurturing Schools principles.

Year 1 2016-2017

Year 2 2017-2018

Teaching staff will have increased confidence in tracking learning and making professional judgements based on data.

**Improvement Priority 3:**

Year 1 2016-2017

Year 2 2017-2018

Year 3 2018-2019

* Interdisciplinary Learning
* Heath and Wellbeing Curriculum & Active Schools
* Digital Technologies

**Longer term improvement priorities over three years – can be indicative only:**