

Improvement Plan

Part One: Strategic Overview

Session 2015/16

School/Nursery: **Overtown Primary School**

Date submitted
to the Authority: **August 2015**

Aspirational Vision & Values

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

Our main focus will be to aspire to provide high quality learning and teaching, care, welfare and support in order to achieve maximum potential for our pupils.

We will offer a high quality, broad and stimulating curriculum where children will be active and co-operative participants in their learning. Our curriculum will aspire to give young people the confidence, attributes and capabilities to make a valuable contribution to society.

Our school will develop pupils as successful learners, confident individuals, effective contributors and responsible citizens, in a secure, caring and happy environment.

Every member of our school community will demonstrate personal responsibility, compassion, tolerance and actively promote fairness and justice in their dealings with others.

We will seek progress through partnership by working closely with everyone involved in the life of the school so that a culture of mutual respect and shared values is maintained.

Rationale

In arriving at our improvement priorities, we took account of North Lanarkshire's LLS Service Plan, our audit of last year's improvement plan, and engagement with staff, parents/carers and learners. We also took account of current national expectations in respect of Curriculum for Excellence, as outlined in Education Scotland's Inspection Advice Note (2013-14).

Over this session we will take forward each of these aspects in the following ways:

Curriculum for Excellence

We will ensure that curriculum planning and structures continue to evolve progressively to deliver the entitlements of CfE for all our pupils and provide opportunities for personalisation and choice. Monitoring via class visits/peer observations and improved jotter monitoring will ensure appropriate progression and pace within each curricular area and level therein.

Health Promotion

(Please ensure that the following statement, or similar, is included: "We will audit our current practice in relation to food and health to ensure that it meets the requirements of the newly published '*Better Eating, Better Learning – A New Context for School Food*' document".)

We will audit our current practice in relation to food and health to ensure that it meets the requirements of the newly published '*Better Eating, Better Learning – A New Context for School Food*' document. We will ensure that improvement planning includes a focus on delivery of and priorities for Health and Well Being across the curriculum.

Promotion of Equalities

(Educational establishments have a duty to actively promote equality of opportunity, and to be able to demonstrate how they are fulfilling this duty each year.)

We will promote a culture of inclusion, participation and positive behaviour which is embedded in every aspect of the work within school. We will continue to work with partner agencies to ensure that all learners are included in the life of the school. We will also continue to work with parents and partners in our self-evaluation process to ensure that pupils with barriers to learning are well supported and have their individual needs met.

Parental Involvement

We will continue to offer opportunities for parents to observe children at work through regular curricular 'come and see' days and assemblies. We will continue to communicate with parents through newsletters, information sessions, school website, school blog and our open door policy. We will ensure parents views are sought through discussion, questionnaires and meetings with the Parent Council.

Pupil Involvement

Children will be involved in all aspects of the school community through pupil council, pupil voice, eco, health committees, after school clubs and our buddy system. They will continue to be involved in their own learning through self and peer assessment, target setting and involvement in reporting to parents. Children are actively encouraged to shape the intended learning within Social Studies and are encouraged to share their learning with other in class and during assembly times. Childrens' views are sought and discussed by the Pupil Council and regularly shared at Citizenship assemblies.

Staff Involvement

Using the GTCS Standards for Career-Long Professional Learning, staff will continue to develop their expertise and experience taking ownership of their professional and personal development. All staff will be involved in working parties and will have a leadership role within these. Staff will engage with other professionals outwith the school and also other colleagues within the cluster.

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 2

Enable all learners to set realistic and achievable targets which will take into account personalisation and choice.

Improvement Priority 2:

Year 1

Implementation of Solihull theories and methodologies in line with GIRFEC agenda.

Improvement Priority 3:

Year 1

Increase staff and pupil confidence in the curricular area of music by introducing and utilising a new programme of study across all stages.

Improvement Priority 4:

Year 1

Develop a more inclusive ethos for all pupils by creating a communication friendly learning environment using Boardmaker Plus symbols throughout the school building and classes.

Improvement Priority 5:

Year

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

Merger with Castlehill Primary School.

<p>Improvement Priority 1: (Expressed as an outcome for learners)</p> <p>Enable all learners to set realistic and achievable targets which will take into account personalisation and choice.</p>	<p>Person(s) Responsible: All staff led by Jan Hamilton and Alison Forrest</p>
<p>Outcome(s) focused on Learning and Achievement What do we want to achieve?</p> <p>1. Pupils across the school will be more aware of their own personal targets and the purpose of their learning.</p> <p>2. Increased pupil confidence in discussing and recording their learning and targets.</p> <p>3. Pupils will have more personalisation and choice of how to demonstrate the learning that has taken place and how to apply this in real life situations, incorporating the use of technology where appropriate.</p>	<p>Measures of Success Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</p> <p>Forward planning will provide opportunity for discussion and pupil personalisation of learning.</p> <p>Observation in class and discussion with pupils will show increased understanding of what pupils' previous knowledge and the direction of future learning.</p> <p>Methods and recording of targets/learning logs will be modified for younger pupils and focus on literacy, numeracy and HWB.</p> <p>A timetabled programme for target setting will provide opportunity for quality discussion of targets with pupils and also for termly review of these.</p> <p>Pupils will be given increased opportunity to choose methods of recording their learning in learning logs.</p> <p>P7 eportfolios will show targets achieved and the learning experiences.</p> <p>Technology such as ipads and flip cameras will have been used to complete learning logs and set targets.</p> <p>Pupil work will show personalisation and choice of content and methods and discussion will show increased motivation.</p>

<p>Improvement Priority 2: (Expressed as an outcome for learners)</p> <p>Create a nurturing, safe and supported environment for all pupils using the Solihull approach to compliment and enhance the implementation of GIRFEC.</p>	<p>Person(s) Responsible: All staff led by Lorna James and Rocha Devine-Toohey</p>
<p>Outcome(s) focused on Learning and Achievement What do we want to achieve?</p> <ol style="list-style-type: none"> 1. Acting Head Teacher and probationer to take part in Solihull training (November Inset day). 2. Recap of training with all staff will help develop knowledge and understanding of the three main concepts of containment, reciprocity and behaviour management for staff. 3. Containment approaches will be consistently used in all classes. 4. Establish a 'Solihull Group' for pupils identified as requiring intervention of this nature. 	<p>Measures of Success Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</p> <p>Acting Head Teacher and probationer will have appropriate training in order to develop working party and implement approaches throughout the school.</p> <p>Staff will demonstrate through working party discussions and exploration of examples an increased understanding of the terms containment, reciprocity, behaviour for learning and behaviour for management.</p> <p>Staff will know which outside agencies would benefit pupils who display underlying issues from lack of reciprocity.</p> <p>Class meetings with a SHANARRI focus will take place at the beginning of each week. Goals which are collectively agreed will demonstrate effective practice within the classroom and wider school environment.</p> <p>Use of the SHANARRI indicators in end of week reflection meetings will show the success of agreed goals and highlight future developments.</p> <p>Worry boxes will be used in all classes which pupils will use as appropriate.</p> <p>Vulnerable pupils identified by staff will be a member of a Solihull group taking part in activities aimed at building relationships and sharing concerns.</p> <p>Class visits will show a range of containment activities within classes.</p>

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<p>Improvement Priority 3: (Expressed as an outcome for learners)</p> <p>Pupils' learning experiences and confidence in performance skills will improve as a result of implementation of ABC Music Programme across all stages.</p>	<p>Person(s) Responsible: All staff led by Ashley Potts and Claire Johnstone</p>
<p>Outcome(s) focused on Learning and Achievement What do we want to achieve?</p> <p>1. All class teachers will be involved in ABC Music training using the ABC Online Creative Music resource.</p> <p>2. Pupils' involvement, enjoyment and baseline musical skills will improve as music becomes more of a generalism rather than a specialism.</p> <p>3. Delivery of ABC Music will provide positive, social, creative musical experiences and embed core musical concepts using a fully interactive approach.</p>	<p>Measures of Success Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</p> <p>Observations, evaluations and discussions will show an increased staff confidence in delivering appropriate musical activities with pupils.</p> <p>Pupil will demonstrate increased confidence and enjoyment using performance skills within music.</p> <p>All stages will use the ABC Music program and Forward plans, collegiate meetings/discussions will show this resources is being used throughout the school successfully.</p> <p>Class visits will show the improved opportunities given to pupils to create, write and perform music.</p> <p>Staff share good practice through peer observations and team teaching.</p>

<p>Improvement Priority 4: (Expressed as an outcome for learners)</p> <p>Foster an inclusive ethos through the use of Boardmaker Plus to create a Communication Friendly School.</p>	<p>Person(s) Responsible: All staff led by class teacher Laura Gibb (Communication Champion)</p>
<p>Outcome(s) focused on Learning and Achievement What do we want to achieve?</p> <ol style="list-style-type: none"> 1. Identify staff Communication Champion, in order to increase staff knowledge of Boardmaker Plus resource symbols. 2. A learning walk will enable staff and pupil involvement in agreeing positions and symbols to ensure a robust and consistent approach to visual communication throughout the school. 3. Pupils are able to understand and explain symbols in class and the whole school building. 4. Foster pupil independence and responsibility for learning through the daily use of visual timetables and task boards. 	<p>Measures of Success Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</p> <p>Whole staff/pupil consensus on symbols used throughout the school.</p> <p>Staff will liaise with Communication Champion when implementing new symbols in classes.</p> <p>Discussion with pupil council and class reps will show pupils are able to confidently identify and use symbols.</p> <p>Pupils can identify symbols that benefit their daily routine in school and transition between classes.</p> <p>Discussion with pupils will show they are able to demonstrate a full understanding of what symbols mean and their purpose.</p> <p>Classroom visits show visual timetables/taskboards are embedded in daily routines and are adapted regularly depending on individual pupil need.</p> <p>Observations show pupils are actively engaged with the Boardmaker Plus symbols used in visual timetables/taskboards to carry out their planned activities with confidence.</p>

<p>Improvement Priority 5: (Expressed as an outcome for learners)</p>	<p>Person(s) Responsible:</p>
<p>Outcome(s) focused on Learning and Achievement What do we want to achieve?</p>	<p>Measures of Success Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</p>