

Improvement Plan

Part One: Strategic Overview

Session 2015/2016



School/Nursery:

St. Andrew's Primary & Nursery Class

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)

North Lanarkshire Council Learning and Leisure Motto:

“Service and People First”

Vision Statement:

Due to new management our current vision and mission statements will be review in Term 1-2 2015.

Our mission is to: Our mission statement will come from our revised Vision in consultation with staff, parents, community and pupils.

As a Catholic School we aim to promote the values of ‘A CHARTER FOR CATHOLIC SCHOOLS IN SCOTLAND’ by developing ‘... as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.’

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 (2014 - 2015). Additionally, we have incorporated some of the quality indicators from HGIOS 4.

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

Curriculum for Excellence

We will continue to take forward active learning which engages children's thinking and problem solving skills. We will continue to focus on the entitlements of Curriculum for Excellence and use the experiences and outcomes to shape learning and teaching. We will specifically focus on Literacy, Mathematics and Numeracy and Raising Achievement.

Health Promotion

We will continue to embed health promotion as a discrete subject area and in an interdisciplinary way across the curriculum. We will focus on attaining our Sport Scotland Gold School Award status driving OHSL forward, focussing on health promotion beyond the school day. We will use our food preparation area to introduce cooking across the curriculum and work in partnership with Focus on Food.

Promotion of Equalities

We will track the achievement of children to ensure equality of opportunity for all. We will continue to invest in resources across the school which promote equal opportunities. We will continue to promote equal opportunity in all aspects of school life including after school clubs. In promoting inclusion we will ensure no one is discriminated against in relation to colour, creed, gender, race or ability.

Parental Involvement

By focussing on self-evaluation involving all stakeholders we aim to increase parental involvement in the school. We will have a planned programme of involvement throughout the year. We aim to promote more parental involvement in their child's learning and encourage more parents to become involved as parent helpers and members on committees in the school. We will continue to showcase the work of the school via the school website, twitter and newsletters.

Pupil Involvement

We will promote pupil voice. The children will be consulted throughout the year on aspects of school life and their learning. We will celebrate pupil attainment, achievement and wider achievement. In addition, children will be actively involved in decision making through various committees e.g. Eco, Fairtrade, Pupil Council, Sport comitte and JRSO. The children will continue to be involved in self / peer evaluation of their work in school.

Staff Involvement

Staff will be closely involved in the School Improvement Agenda by leading/participating in School Improvement priorities each with a specific responsibility for taking forward elements of the School Improvement Plan. All staff will be given the opportunity to take on leadership roles within the school and will be provided with support to carry these out. With the management restructure distributed leadership at all levels will be a key focus. All staff will be involved in the PRD process with all teaching staffs PRD focusing on the revised GTCs standards and professional update.

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

Raising Attainment in Literacy, Mathematics & Numeracy and Health & Wellbeing in line with Scottish Government and NLC pledge to challenge attainment.

Improvement Priority 2:

Year 1

Develop revised planning for progressive coverage and assessment of all curricular areas while tacking bureaucracy.

Improvement Priority 3:

Year 1

Raising Achievement for All: To continue to promote achievement in the widest sense both within and out-with the curriculum. To establish mechanisms for celebrating achievement. To provide children with a range of experiences which will build self-esteem, confidence and skills for the future.

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

Building on good practice in delivery of Curriculum for Excellence ‘experiences and outcomes’ across the curriculum.

Continued focus on up-to-date ICT to support learning and teaching.

Continue to adapt and adopt rigorous approaches to self evaluation to impact change for improvement in light of HGIOS 4.

Improvement Priority 1: Raising Attainment in Literacy, Mathematics & Numeracy and Health & Wellbeing in line with Scottish Government and NLC pledge to challenge attainment.			Person(s) Responsible: * SMT – Helicopter * Colette Lambie * Joanna Martin * Laura Henderson			
Outcome(s) focused on Learning and Achievement			Measure of Highly Effective Practice:		Evidence	
QI HGIOS4	Theme	Focus	*Staff take account of views and experiences of children. Wellbeing is supported through buddies, mentors, safe areas. All children’s wellbeing is measured using the What I think tool and PLPs. *SHAANARI wellbeing assembly focus.			
2.1 Safeguarding & child protection	*Arrangements to ensure wellbeing	*Annual whole school overview of needs updated termly in conjunction with staff other agencies and SMT.	*Gardening week focus on October. Outdoor learning regular progressive curriculum developed through gardening. *Well planned enterprise week in November as we prepare for Christmas fayre *Well planned world of work week in April – making our children aware of range of careers and skills required. *Gender stereotypes challenged through assemblies.			
2.2 Curriculum	*Skills for Learning Life and Work	*Well planned opportunities for learners to develop an awareness of the world of work. Emphasis enterprise and creativity across all areas of work.	* Staff engaging in professional reflection and dialogue in relation to learning and teaching in an open collegiate manner. (<i>Observations, Views</i>) * Assessment Policy devised which informs / reflects practice. (Data, Observation) *Collegiate working focussing on BTC3 (<i>Observation, Views</i>) *Collegiate working using HGIOS 4with next steps identified and actioned. (<i>Observations, Views, Data</i>) * Monitoring: forward plans, pupil work, and class visits demonstrate staff using evaluative language to assess the quality of learning and teaching. (<i>Observations, Data</i>) *Monitoring: forward plans, pupil work, and class visits show evidence and impact of peer assessment. (<i>Observations, Views, Data</i>) * Monitoring: class visits highlight pupils engaged in their own learning, shaping the learning and identifying next steps in learning. (<i>Observations, Views, Data</i>) * Views on improvement from School, Pupils, Parents used to shape planned improvement. Analysis from a range of evidence, ensuring consistency of evaluation (focus on triangulations) Comparing one source with a second and third source of evidence to identify the impact of all the key activities in the school on learners and their learning. (<i>Observations, Views, Data</i>) *Tracking attainment through standardised assessments * tracking individual attainment in terms of levels and creating next steps Introduction of PLP in nursery to P4 and PLPs in P5-7 *Identify assessment tools for maths, literacy and HWB			
2.3 Learning Teaching & Assessment	*Effective Use of assessment *Planning Tracking and Monitoring	*Effective Use of Assessment - To enhance whole school knowledge and understanding of improvement through assessment and evaluation. *Planning The school will develop a rigorous approach to assessment (formative and summative) and evaluation focussing on next steps *Staff will use ‘Building the Curriculum 3’ as a framework for evaluating the quality of the curriculum. *Staff will use HGIOS 4 evaluation to measure progress, focussing on next steps in improvement. *Learners will receive quality feedback in all aspects of learning. *Learners will be involved in assessment and evaluation, engaging in setting targets and shaping learning experiences. *Learners will develop an increased sense of ownership, decision-making and responsibility across the school. *The school will develop enhanced partnerships with all stakeholders, embedding ‘Triangulation’ in relation to assessment and evaluation involving: the school, pupils and parents.				

Improvement Priority 2: Develop revised planning for progressive coverage and assessment of all curricular areas while tacking bureaucracy.			Person(s) Responsible: * SMT – Helicopter * Mhiari Ratt * Elaine McMillan * Gillian Lewis			
Outcome(s) focused on Learning and Achievement			Measure of Highly Effective Practice:		Evidence	
QI HGIOS4	Theme	Focus	*A vision statement and mission statement developed by staff, parents and pupils supports and informs curricular design			
2.2 Curriculum	Rational & Design Developing the Curriculum Learning Pathways Skills for Learning Life & Work	*Curriculum is grounded in our commitment to securing children’s rights and wellbeing. Taking account of learners rights and 4 capacities and reflects on our setting within NLC. *Develop a strategic overview for all curricular area which is underpinned by a coherent whole school approach to sustainability. *Flexible learning pathways which lead to raising attainment, build on prior learning and ensure progression through the Experiences and outcomes while taking account of progression, coherence, breadth, depth, personalisation and choice challenge enjoyment and relevance. *Ensure opportunities for outdoor learning are planned and resourced. *All staff ensure they are developing literacy, numeracy, HWB and digital literacy across the curriculum. *Great opportunities for developing skills for life learning and work in motivational context. Well planned opportunities for learning about world of work. Enterprise and creativity is emphasised across all areas of learning.	*Policy document for all curricular areas that take account of local, national policy and guidance which agree rationale and design for the curriculum. *All planners have an over view from nursery-P7 which shows progression through E&O *Subject planners are agreed for all curricular areas *interdisciplinary links identified in Social Subjects and Science * Assessment/evaluation sheets devised *Outdoor learning to be planned across subjects * Learning for sustainability eg ECO, Fairtrade is embedded in our curriculum * World of Work skills are identified and planned for *Career World of Work week planned * Approaches to assessment and profiling agreed in planners			
2.3 Learning Teaching & Assessment	*Learning and engagement *Quality of Teaching	*Children are fully engaged and eager participants who are fully engaged, resilient, highly motivated and interact well during activities. They are successful, responsible, effective and confident individuals. They know there views are valued and acted upon. *Our teaching is underpinned by shared school vision and values.	*Planned garden week and whole school/community participation *Planned St. Andrew’s day Assembly and celebration all children involved *Planned Christmas Fayre and enterprise stalls *Planned tuck shop with pupil participation in business running *Staff to teach collaboratively and engage in professional dialogue			
2.6 Transitions	*Arrangement to support learners and their families *Collaborative Planning and improvement *Continuity & Progression in Learning	*Parents and children actively engaged in transitions *Comprehensive programme of well planned transiton programme in place. All transition materials are available to pass from one named person to another * Make very good use of tracking and monitoring, profiling and personalisation and PLP	*Nursery –P1 transition programme developed *Stage to stage transition developed through progressive overviews *Class to class transition developed *PLPs in place *Monitoring and tracking of attainment and achievement is within FP			

Improvement Priority 3: To continue to promote achievement in the widest sense both within and out with the curriculum. To establish mechanisms for celebrating achievement. To provide children with a range of experiences which will build self-esteem, confidence and skills for the future.			Person(s) Responsible: * SMT – Helicopter * CarolAnn Moore * Deborah Reid * Alice Beekman			
Outcome(s) focused on Learning and Achievement			Measure of Highly Effective Practice:		Evidence	
QI HGIOS4	Theme	Focus				
3.1 Ensuring Wellbeing, equality and inclusion	*Well Being *Inclusion and equality	*Relationships across the school are very positive founded on mutual respect. *Ensure inclusion and equality leads to improved outcomes	*Community business links established *Growth Mindset approaches in place *GIRFEC and Wellbeing indicators displayed and understood by all *Parental workshops include children to present work of the school *Assemblies target inequalities and challenge discrimination, xenophobia and intolerance. *Improvement to our school building *Display of achievements and Communication of achievements			
3.2 Raising attainment and achievement	*Overall quality of learners achievement *Equality for all learners	*Overall our learners are successful, confident, exercise responsibility and contribute to the wider life of the school, the wider community and as global citizens. *Offer systems to promote equity of success and achievements for all our children. We target raising attainment in learning in particular our most disadvantaged children.	* Reward systems established to monitor, celebrate and reward achievement. (Observation, Views, Data) *All Pupils engaged in a range of school committees. Committees meeting on a more regular basis. (Data, Observations) * Pupils actively involved in the life and work of the school. Increased confidence levels with a focus of achievement for all. (Observation, Views, Data) *Learner’s achievement within and out with the school rewarded and celebrated. *Learners will be increasingly involved in the life of the school through a range of committees which will meet regularly e.g. Eco, Fairtrade, Pupil Council, and JRSO. *Participation in school St. Andrew’s Day, Nativity, Shows, Masses, Carols at the Nursing Home *Celebration of Olympic Games 2016 whole school interdisciplinary topic and sports day *Rights Respecting School Award *Gold Sports Award.			
1.1 Self Evaluation for self Improvement	*Impact on learners success and achievements	*Self evaluation focuses on key aspects of learners successes and achievements. We can show clear evidence of improvement based on actions taken as a result of self evaluation. We use self evaluation to plan for continuous improvement.	*Data collected is informative of raised achievement *Monitor improved punctuality and attendance *Monitor participation in sport *Monitor participation in OSHL *Monitor range of clubs on offer and pupil/staff/parent opinion			