

Improvement Plan

Part One: Strategic Overview

Session 2016/2017



School/Nursery:

St. Andrew's Primary & Nursery Class

Date submitted to the Authority:

August 2016

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”

Our vision and mission statement was devised from consultation with staff, parents, community and pupils.

Vision Statement:

- At Saint Andrew’s it is our aim to provide a safe, warm and welcoming environment that supports the academic, social and spiritual development of each child.
- We are dedicated to offering a high quality, innovative and relevant curriculum, that motivates, inspires and challenges all pupils to reach their full potential.
- In partnership with parents, parish and the wider community, we set high expectations for our pupils and strive to increase aspirations, attainment and achievement for all.
- We value the dignity of each member of our community and foster an attitude of compassion, tolerance and respect.
- At the very heart of all that we do is a love of Christ and a firm commitment to the values of the gospels.

Our mission is to:

Spiritual Aspirational Innovative/Inclusive Nurturing Tolerant

Ambitious Noticeable Driven Respected Equality/Equity Welcoming Supportive

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 Notes and the National Improvement framework. 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 education Scotland food for thought funding to improve our food preparation area to introduce cooking across the curriculum and work in partnership with Focus on Food.

Promotion of Equalities

We will use data to identify attainment gaps which exist in our school and take action to close these gaps. 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

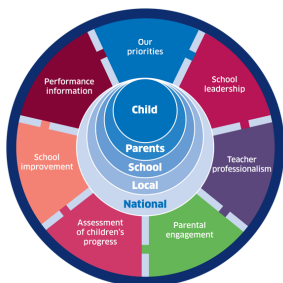
By focussing on self-evaluation involving all stakeholders we aim to increase parental involvement in the school. We will have a planned programme of involvement throughout the year. We aim to promote more parental involvement in their child's learning and encourage more parents to become involved as 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 committee 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 2 of 3 years

Increase pace of learning across Literacy, Mathematics & Numeracy and Health & Wellbeing in line with Scottish Government and NLC pledge to challenge attainment. Continue to promote staff sharing good practise in planning, assessment using self/peer and teacher assessment, monitoring and tracking.

Improvement Priority 2:

Year 1 of 1 year

Develop revised planning for progressive coverage and assessment of music education using ABC music resource.

Improvement Priority 3:

Year 1 of 2 years

Improve attainment in maths for all learners by developing highly effective teaching approaches through staff training and incorporating TeeJay maths resource and Catch Up numeracy programme to address the attainment gaps which have been identified.

Improvement Priority 4:

Year 1 of 2 years

Improve attainment in ICT through progressive skills programme of teaching and developing integrated digital learning.


Improvement Priority 5:


Year 1 of 2 years


Improve the physical health of children by increasing opportunities for physical activity and developing teacher capacity in health and wellbeing in particular Better Movers and Thinkers Programme and in Food Education.


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 and staff training in VERP and TLC.

Improvement Priority 1: Increase pace of learning across Literacy, Mathematics & Numeracy and Health & Wellbeing in line with Scottish Government and NLC pledge to challenge attainment. Continue to promote staff sharing good practise in planning, assessment using self/peer and teacher assessment, monitoring and tracking.			Person(s) Responsible: * SMT – Jennifer * Colette Lambie * Helen McDonough			
Outcome(s) focused on Learning and Achievement			Measure of Highly Effective Practice:		Evidence	
QI HGIOS4	Theme	Focus	*Peer moderation *peer observations in house timetable * cluster/authority moderation * VERP training * TLC group * assessment/moderation hub in school * Increased peer/self assessment evidence *Increased formative assessment showing impact		Jotter Discussions Observations Display in Bases (hub)	
1.1 Self Evaluation for self improvement	*collaborative approaches to self evaluation	NIF Priority 1&2 Improved attainment for all, particularly in literacy and numeracy Improving the learning progress of every child, by reducing inequality in education	*Staff take account of views and experiences of children. Wellbeing is supported through buddies, mentors, safe areas. All children’s wellbeing is measured using a user friendly unique to St. Andrew’s Primary – “What I think tool” and PLPs.			
1.2 Leadership of Learning	Professional Engagement and Collegiate working Impact of career long professional learning	Ethos of professional engagement and collegiate working evident. Staff training in literacy, maths and HWB and VERP	*Increased pace of learning and expectations in maths and literacy evident in CEM results, teacher judgement and jotter comparisons form previous year. *Staff CPD including NLC literacy training, Tee Jay maths inset, BMT and VERP		SHANNARI Display Discussion children Plans Finance education Discussion children	
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.	*SMT meet staff to discuss individuals and data looking a t measures to bridge gaps, SMT in classes supporting groups of children.			
2.2 Curriculum	*Skills for Learning Life and Work	NIF Priority 3 To improve employability skills and sustained positive school leaver destinations for all young people. *Well planned opportunities for learners to develop an awareness of the world of work. Emphasis enterprise and creativity across all areas of work.	*SHANNARI wellbeing assembly focus.*Gardening/Outdoor/Food education learning regular progressive curriculum developed through gardening. *Well planned enterprise week in November as we prepare for Christmas fayre *Well planned finance week in April – making our children aware of range of careers in maths and skills required. *Gender stereotypes challenged through assemblies.		Monitoring TT Staff hub Staff dialogue Improved Practice Jotter improvements	
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. *Staff will use ‘Building the Curriculum 5’ as a framework for evaluating assessment. *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. *The school will develop enhanced partnerships with all stakeholders, embedding ‘Triangulation’ in relation to assessment and evaluation involving: the school, pupils and parents.	* 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 BTC5 (<i>Observation, Views</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, and 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 P7			

Improvement Priority 2: Develop revised planning for progressive coverage and assessment of all music education using ABC music resource.			Person(s) Responsible: * Lead - Laura Henderson * Mrs. McMillan/Mrs Raitt			
Outcome(s) focused on Learning and Achievement			Measure of Highly Effective Practice:		Evidence	
QI HGIOS4	Theme	Focus	*Staff training in ABC *Lesson observations * Teacher confidence growing * Senior pupils and choir involved in creating song, cd, art work and music for competition *Choir involved in local events *Opportunities to hear live music *Opportunities to experiment and create music indoor and outside * Monitoring and tracking progression in music skills and SAL *Work with ICT group on school radio initiative. * Radio station and podcasts by children played in dinner hall and outdoors *Children timetabled to DJ/interview and present		Training in action Cd Performance dvds Music wall outdoors Music display diner hall Forward Plans	
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 music 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 ICT in music are planned and resourced. *All staff ensure they are developing music across literacy, numeracy, HWB and digital learning. *Great opportunities for developing staff confidence in teaching music.				
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 their views are valued and acted upon. *Our teaching is underpinned by shared school vision and values. .	*Burns assemblies *Christmas show *Liturgical events * School 60 th anniversary events		DVDs Online Evaluations Displays	

Improvement Priority 3: Improve attainment in maths for all learners by developing highly effective teaching approaches through staff training and incorporating TeeJay maths resource and Catch Up numeracy programme to address the attainment gaps which have been identified.			Person(s) Responsible: * SMT – Geraldine * Louise Millikan * Joanna Martin *			
Outcome(s) focused on Learning and Achievement			Measure of Highly Effective Practice:		Evidence	
Q1 HGIOS4	Theme	Focus	*Staff training *Organisation planning of new resource Clear planning format *Pace of learning, pathways completed and children able to identify learning and recall *Increased opportunities to learn mental maths strategies *Finance week in April		CPD Resourcing Plans CEM results Jotters Timetabling events	
2.2 The curriculum	Rational & Design Developing the Curriculum Learning Pathways Skills for Learning Life & Work	*Integration of TeeJay maths resource across school *Sharing good practise *Support for Learning increased				
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.	* Learners make very good progress from prior levels of attainment in maths *Maths homework sessions with parents *Resources available for more able students *Maintain maths cluster challenge champions *Outdoor maths playground games painted etc		Data OSHL More able planning Awards Photos	
2.5 Family Learning	* Engaging families in learning	*Universal support open to all families and targeting our children in most need.	* Parents involved in parent workshop * Whole school/family problem solving challenges (innovative ways to involve parents) *Maths outdoor challenges		Photos TT events PS HW	
1.1 Self Evaluation for self Improvement	*Impact on learners success and achievements	*Self evaluation focuses on key aspects of learner’s 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 *Monitoring CEM results Teejay assessment results *Monitor range of clubs on offer to support numeracy		Data Results MT file	

Improvement Priority 4: Improve attainment in ICT through progressive skills programme of teaching and developing integrated digital learning.			Person(s) Responsible: * Teresa Cairney * Alice Beekman * Miss Brennan			
Outcome(s) focused on Learning and Achievement			Measure of Highly Effective Practice:		Evidence	
QI HGIOS4	Theme	Focus				
2.2 Curriculum	*Digital Learning	* Progressive skills programme *integrated cross curricular digital learning planned across all stages	*ICT skills programme taught from P1-7 *Use of NLC ICT planners *ICT resources purchased to support curriculum *Programming skills taught P4-7 *Staff training *Work with Music group on school radio initiative. * Radio station and podcasts by children played in dinner hall and outdoors *Children timetabled to DJ/interview and present		Planners Pupil work files Audits CPD records Dialogue pupils	
2.3 Learning Teaching & Assessment	*Effective Use of assessment *Planning Tracking and Monitoring	ICT skills tracked individual children	*Pupils set targets *Staff monitor impact skills confidence increase and improve digital learning across curriculum *OSHL programming clubs			

Improvement Priority 5: Improve the physical health of children by increasing opportunities for physical activity and developing teacher capacity in health and wellbeing in particular Better Movers and Thinkers Programme and in Food Education.			Person(s) Responsible: * Lead – Clare Lane * Mrs Hamill/Mrs Reid * Mrs. Moore			
Outcome(s) focused on Learning and Achievement			Measure of Highly Effective Practice:		Evidence	
QI HGIOS4	Theme	Focus	*Staff trained in BMT Better Movers and Thinkers/Food Education *Specialist support across primary classes *BMT integrated in SAL approach concept lead PE planners in all Forward Plans		Performance CPD records Planners	
2.2 Curriculum		*Heath & Well Being – Physical Activity and Sport supporting increased brain activity and attainment across the board *BMT programme integrated throughout the school				
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.	*Children able to articulate what they are learning and why *Fitness levels increased *Attainment levels increased in literacy in maths		Discussions Fitness tracking Attainment CEM results What I Think	
2.7Partnerships	Development and promotion of partnerships	*sport leaders leading learning *Links with NLC sports *Links with community sport *Kitchen facility build in dinner hall to support Food Education *Links with Focus on Food	* Classroom assistant playground games *Visiting sporting events *Kitchen created *Planning for healthy eating cooking in the curriculum every term every class		Photographs Tweets Blog Kitchen	
3.1 Ensuring equality wellbeing and inclusion	Well being Inclusion and Equality	*Opportunities for all to participate in OSHL *Increased fitness and attainment	*Sport after school club programme maintained *Sport competitions entered *Fitness tracking termly		OSHL timetable Monitoring tracking achievement Fitness tracking	
3.2 Raising attainment and achievement	Attainment over time		By improving children’s health and wellbeing we improve their ability to achieve learn and attain well. This will be evident through CEM results and teacher judgements.		CEM Fitness tracking	