

DEPARTMENT OF EDUCATION, LEISURE AND HOUSING

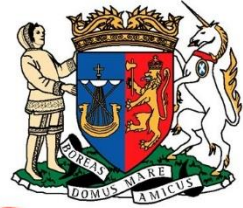
Orphir Community School

Tel: (01856) 811265

E-mail: admin.orphir@glow.orkneyschools.org.uk

Website: www.orphircommunityschool.co.uk

Head Teacher: Mr Grant Thomson



ORKNEY
ISLANDS COUNCIL

Orphir Community School and Nursery



Learning Improvement Plan

2021/2022

Introduction

Orphir Community School and Nursery aims to provide an environment where all children in our community are happy and achieving regardless of their cultural or economic background. All members of our school community must feel safe, secure, valued and nurtured. We are fully inclusive and rely upon each and every member of our community to ensure the best outcomes for the children.

Try, Trust, Fair, Care, Share and Respect are the Orphir Community School and Nursery values and our curriculum aims to help every child acquire the knowledge, skills and attitudes they need to be Responsible Citizens, Effective Contributors, Successful Learners and Confident Individuals. We want our children and young people to become happy, healthy and resilient where they develop the skills needed to succeed in a fast paced and ever evolving world.

We are proud to be a community school and want our children to have a strong sense of belonging. We welcome opportunities to engage with the wider community and strengthen links with community groups that make our school a wonderful place to be.

In session 2021-2022 there is one Head Teacher (shared with Flotta and Stenness Community Schools), one Principal Teacher and Class Teacher for P4-7, two part time Class Teachers for P1-3 and two Early Years Practitioners who each work on a part time basis. There is also a temporary P1,3 and 7 teacher who is based predominantly at Flotta three days a week delivering provision to our three pupils there. This teacher is supported by a temporary auxiliary and is involved with our developments at Orphir.

The support team consists of one Support for Learning Teacher, two Support for Learning Assistants and a COVID recovery/support part time teacher.



National Improvement Framework

In January 2016 the Scottish Government published The National Improvement Framework (NIF) for Scottish Education. It sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with Orkney Islands Council is fully committed to delivering these aims. Our School Learning Plan will link closely to the four priorities set out in the NIF:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

We will use the NIF drivers for improvement to help focus our learning priorities and to ensure we are meeting the key priorities in the NIF. They are:

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of children's progress
- School Improvement
- Performance Information



Self-Evaluation

How Good Is Our School 4 (HGIOS4) and How Good Is Our Early Learning and Childcare is used to drive forward our improvements and links to the forementioned NIF drivers for improvement.

At Orphir, our self-evaluation process works on a three-year cycle where we constantly review
1.1 Self-Evaluation for Self-Improvement.

	2021-2022	2022-2023	2023-2024
HGIOS 4 Quality Indicators.	1.3 Leadership of change	1.3 Leadership of change	1.3 Leadership of change
HGIOELC Quality Indicators.	2.1 Safeguarding and child protection	2.1 Safeguarding and child protection	2.1 Safeguarding and child protection
Core indicators to be reviewed annually.	2.2 Curriculum	2.2 Curriculum	2.2 Curriculum
	2.3 Learning, teaching and assessment	2.3 Learning, teaching and assessment	2.3 Learning, teaching and assessment
	3.1 Ensuring wellbeing, equality and inclusion	3.1 Ensuring wellbeing, equality and Inclusion	3.1 Ensuring wellbeing, equality and Inclusion
	3.2 Raising attainment and achievement/securing children's progress (ELC)	3.2 Raising attainment and achievement/securing children's progress (ELC)	3.2 Raising attainment and achievement/securing children's progress (ELC)
Indicators to be reviewed on a 3 year cycle but with scope for flexibility.	2.5 Family Learning 2.6 Transitions 1.2 Leadership of learning	1.4 Leadership and management of staff/practitioners (ELC) 2.7 Partnerships 2.4 Personalised Support	1.5 Management of resources to promote equity 3.3 Increasing creativity and employment/developing creativity and skills for life learning (ELC)

The Consultation Process

Pupils

A system is in place for the Head Teacher to meet with the Pupil Parliament on a regular basis to discuss ongoing issues in the school and to get feedback from the pupils. The Head Teacher consults with pupils about the learning improvement work for the coming session and collates their views and opinions.

Staff

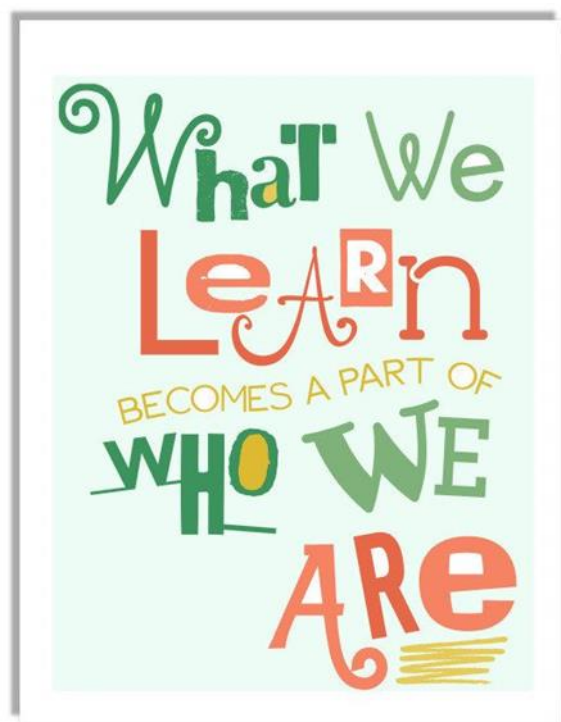
The Learning Improvement Plan is drawn up following consultation with, and input from, all members of staff.

Parents

All parents are invited to contribute proposals for the school's Learning Improvement Plan through newsletters and are informed of the priorities for the coming session.

All parents receive a copy of the previous year's Standards and Quality Report in Term 2.

All members of the Parent Council are given a copy of the draft proposals and are invited to comment if they have anything specific they would like included in the School Learning Plan.



Orphir Community School

Working Time Agreement

2021-2022

Activity	Time Allocation (hours)	On-Site Requirement?
Class Contact Time	22.5	Yes
Personal Time (mainly classroom prep)	7.5	Yes
Remaining Time	5	
Total	35 hours	

Remaining time = 195 hours (39 X 5 hours)

Activity	Time Allocation (hours)	On-Site Requirement?
Forward Planning	30	Not always
Colleague Liaison, Consultation and Collegiate Working	30	Yes
Staff Meetings	25 (20 x 1.25 hours)	Yes
School Improvement Planning	16	Not always
Flexibility	17	Not always
Record-Keeping	15	Not always
Reporting	15	Not always
Parental Communication	15	Not always
School/Community Events	10	Yes
Assessing and Evaluating	10	Not always
Tracking Pupil Progress	10	Not always
Staff Professional Review	2	Yes

Parental Communication	Colleague Liaison	Staff Meetings
<ul style="list-style-type: none"> • Parent Evenings • Letters • Emails • Additional Meetings 	<ul style="list-style-type: none"> • Transition • Professional Learning Communities • Learning Support • Child Plans 	<ul style="list-style-type: none"> • Curriculum Development • Moderation • Administration • Self-Evaluation (HGIOS4) • Policy Reviews

Agreed and Signed:

Head Teacher: Grant Thomson

Date: August 2021

EIS Representative: Dawn Williams

Date: August 2021

This Working Time Agreement is not applicable to Early Years Practitioners

Priority 1	Tracking & Monitoring & Raising Attainment		HGIOS4 QI: 2.2 – 2.4 – 3.1	
<p>National Priorities. Everyone in Scotland should be working towards:</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; • Improvement in employability skills and sustained, positive school leaver destinations for all young people. 			<p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Parental engagement • Assessment of Children’s Progress • School Improvement • Performance Information 	
<p>Impact Outcomes What do we want to achieve?</p>	<p>Identified Responsibilities Who will this involve?</p>	<p>Implementation Strategies How will we do this?</p>	<p>Measures of Success What will we see?</p>	<p>PEF allocation (if relevant)</p>
<p>Full implementation of the BGE Tracking Toolkit to replace existing tracking spreadsheets.</p> <p>Teachers creating a story of each child’s progress and attainment and can plan effective learning accordingly.</p> <p>Assess every child using standardised nationalised assessments.</p>	<p>All teaching staff.</p> <p>Particular responsibility to co-ordinate and oversee will fall with the HT and PT.</p>	<p>Complete the Toolkit in November, February, April and June. (HT and Class Teachers)</p> <p>Create and follow an assessment calendar to guide teachers to appropriate assessment times. (HT and PT)</p> <p>All SNSA assessments to be completed before Christmas. (HT and Class Teachers)</p> <p>Introduce the use of SOFA assessments to provide diagnostic feedback and complement teacher judgement/ predictions and SNSA data. (HT and Class Teachers)</p> <p>Highlight identified pupils in planning who will be targeted for attainment raising. (HT and Class Teachers)</p>	<p>Confident staff using level descriptors to describe progress and achievement.</p> <p>Correlation between teacher judgments and results from standardised assessments.</p> <p>Planning tailored to the needs of specific pupils.</p>	<p>Use PEF to purchase SOFA’s.</p>

HGIOELC QI			
HGIOELC QI	Themes	Action Required/Persons Responsible	Deadline
2.3 – 3.2	Tracking & Monitoring	<ul style="list-style-type: none"> • Embed the use of ‘Peedie Pebbles’ to highlight, report and track what pupils ‘can do’ as opposed to expose what they can’. • Use the traffic light system for tracking and reporting developmental milestones and work with the Nursery manager as to how this translates into the BGE tracking toolkit in P1. MG, PF & GT. • Engage in termly professional dialogue with the Nursery manager to visit tracking and become more familiar with the Early Level Benchmarks, E’s and O’s. MG, PF & GT. 	Ongoing
1.3	Management Structure	<ul style="list-style-type: none"> • Plan out diary dates for GT to engage with, and visit, improvement priorities with Nursery practitioners. MG, PF & GT. • Engage with a termly cycle of self-evaluation with Nursery manager and practitioners. MG, PF & GT. 	Ongoing

Priority 2	Health & Wellbeing / COVID Recovery		HGIOS4 QI: 1.1 – 1.2 – 1.3 – 3.1	
National Priorities. Everyone in Scotland should be working towards: <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; • Improvement in employability skills and sustained, positive school leaver destinations for all young people. 			NIF Driver(s): <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Parental engagement • Assessment of Children’s Progress • School Improvement • Performance Information 	
Impact Outcomes What do we want to achieve?	Identified Responsibilities Who will this involve?	Implementation Strategies How will we do this?	Measures of Success What will we see?	PEF allocation (if relevant)
<p>Children, staff and parents to be aware of their own wellbeing and the ways they can keep themselves well.</p> <p>Staff and children to be familiar with identifying their level of wellbeing.</p> <p>Increased levels of measured wellbeing over the course of the year.</p> <p>An honest, open and non-stigma related culture where wellbeing issues are discussed.</p>	<p>All staff and parents of Orphir Community School.</p> <p>Particular responsibility to lead and co-ordinate initiatives to fall with the HT and supported by the PT.</p>	<p>Weekly assemblies to include SHANNARI wellbeing indicator themes. (HT)</p> <p>Refresh and review of the school values, vision and aims whilst recognising progress in wellbeing as much as academics. (HT, PT, all staff, parents)</p> <p>Introduce the 5 ways to wellbeing through assemblies, recorded videos from the HT and include parental communication in newsletters. Introduce Wellbeing Warriors as part of the refresh of the school values, vision and aims refresh. (HT)</p> <p>Wellbeing Week or Mindful March planned for Term 3 as a way to promote positive wellbeing and the impact this has. (HT, PT all staff, parents)</p> <p>Devise and complete a wellbeing survey twice throughout the school year. Once early in Term 2 and again in Term 4. Target any necessary wellbeing interventions as appropriate. (HT, PT, Class Teachers)</p>	<p>Assemblies with focussed themes that have relevance to wellbeing.</p> <p>A possible new set of values, vision and aims and this displayed across the school.</p> <p>Newletters with a wellbeing focus providing hints, tips and recognising wellbeing successes.</p> <p>100% participation and engagement during Wellbeing Week/Mindful March.</p> <p>Wellbeing survey data highlighting impact.</p>	

HGIOELC QI			
HGIOELC QI	Themes	Action Required/Persons Responsible	Deadline
3.1	SHANNARI Wellbeing Indicators	<ul style="list-style-type: none"> • Display child friendly versions of the wellbeing indicators and continue to use SHANNARI language. MG, PF & GT. • Continue to use SHANNARI references when updating personal child files. MG, PF & GT. 	Ongoing
	Developmental Milestones	<ul style="list-style-type: none"> • Record and review developmental milestone questions regularly with the Nursery manager to ensure continued wellbeing for all pupils. MG, PF & GT. 	Ongoing
	Vision, Values & Aims	<ul style="list-style-type: none"> • Involve the Nursery in the refresh of the Orphir Community School & Nursery Vision, Values & Aims. MG, PF & GT. 	Ongoing

Priority 3	The Curriculum: Planning and Pedagogy focus on STEM and Sounds Write		HGIOS4 QI: 2.2 – 2.3 – 3.2	
<p>National Priorities. Everyone in Scotland should be working towards:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people’s health and wellbeing; Improvement in employability skills and sustained, positive school leaver destinations for all young people. 			<p>NIF Driver(s):</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental engagement Assessment of Children’s Progress School Improvement Performance Information 	
Impact Outcomes What do we want to achieve?	Identified Responsibilities Who will this involve?	Implementation Strategies How will we do this?	Measures of Success What will we see?	PEF allocation (if relevant)
<p>STEM: Children at Orphir Community school to have positive, progressive and purposeful experiences in STEM subjects.</p> <p>Orphir Community School staff to have an effective and relevant STEM progression and policy in place to support them in teaching STEM subjects with an emphasis on skills.</p>	<p>All teaching staff.</p> <p>JD focussing on knowledge and understanding within the teaching of code.</p> <p>JD outlining a skills progression that will support effective transitions including recognised national awards.</p>	<p>Attend full days Inservice in October focussing on developing the teaching of Code. Information Disseminated to staff. (PT and Class Teacher)</p> <p>Policy with outlined pathway for STEM including skills assessment overview through the school. (PT and GT)</p> <p>Embedding of STEM within our curriculum initially emphasising links within IDL cross school planning as well as world of work. (PT and GT)</p>	<p>Staff confidence in the teaching and planning of STEM subjects.</p> <p>Clear policy to support STEM moving forward.</p> <p>Children engaged in a positive progressive STEM curriculum in a multi-composite setting.</p> <p>P7’s engaged with STEM and positive outlook moving towards S1.</p>	
<p>Sounds Write: Children with barriers in their phonics and spelling having another option for intervention to better support their development.</p> <p>Staff to enhance pedagogy within literacy and spelling.</p>	<p>All staff.</p> <p>JD gather resources and liaise with Imogen Kerr on Sounds Write @ Orphir.</p>	<p>Staff focus on Sounds WriteT3 and T4. (All Staff)</p> <p>Resources ready and set development time where we can work with colleagues within the authority to support effective implementation and ensuring it works hand in glove with our core pathway as well as other interventions. (All Staff)</p>	<p>Sounds Write planning evident in planning folders.</p> <p>Sounds Write being a clear and well signposted intervention for staff working with pupils that have a barrier in their learning.</p>	<p>Sounds Write teachers resources and books for readers</p> <p>£600</p>

		Focussed piece of work with 2 pupils as a case study and learning opportunity for staff. (All staff)	Staff engaged and confident in using sound write as an intervention.	
HGIOELC QI				
HGIOELC QI	Themes	Action Required/Persons Responsible	Deadline	
1.2 – 2.2 – 2.3 – 3.3	Bikeability	<ul style="list-style-type: none"> Utilise the new knowledge and skills PF holds within this field. PF. 	Ongoing	
2.2 – 2.3 – 3.1 – 3.3	Outdoor Learning	<ul style="list-style-type: none"> Develop the use of new outdoor spaces in response to in-service training provided by Kate Hookham. MG & PF. Involve the children with the creation of a new outdoor space. MG & PF. Explore possible resources to purchase that would aid the development of a new outdoor space. MG, PF & GT. Become more familiar and competent with the evolve system and how this can benefit local community excursions. MG, PF & GT. 	Ongoing	