



**IMPROVEMENT PLAN
2014 - 2015**

FOR

Glenbervie School



Aberdeenshire Council Education & Children's Services

"Our vision is for an Aberdeenshire in which everyone is able to develop the skills and confidence needed for learning, life and work."

Glenbervie School

School's Vision Statement

We endeavour to be a centre of excellence, where children can achieve full potential in their academic, creative, personal, physical, moral and spiritual development.

In Glenbervie School our vision is the driving force behind all our improvement activity.

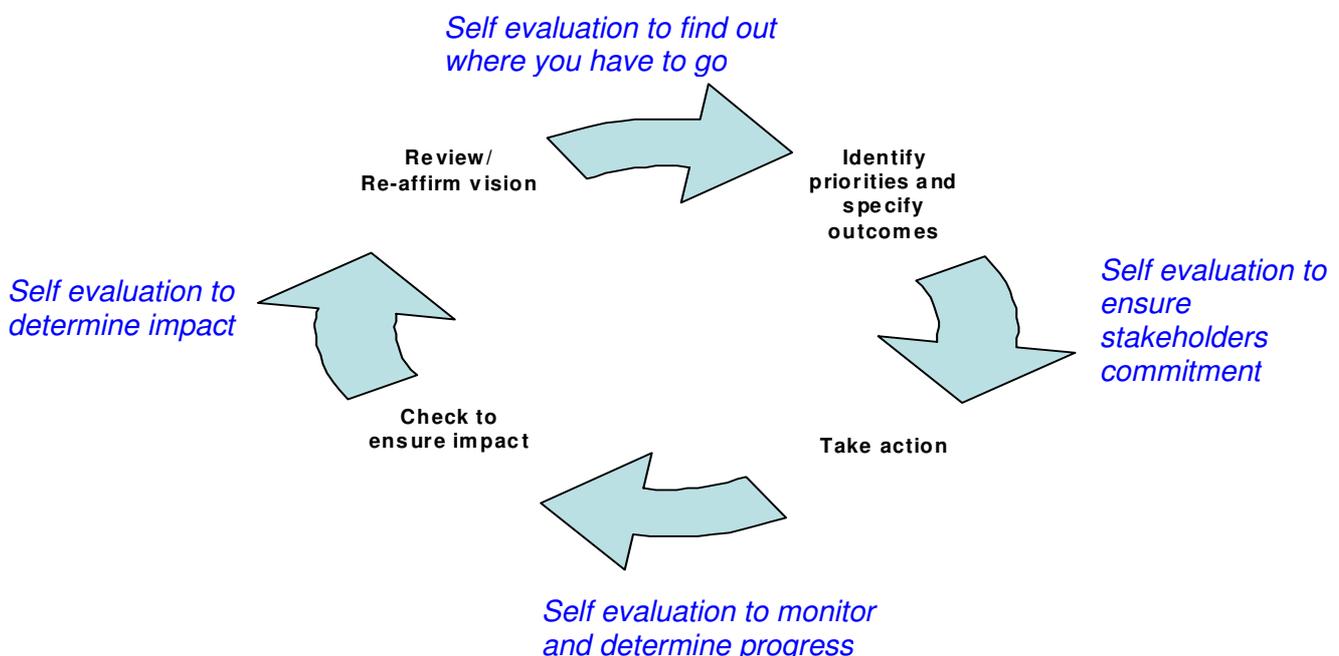
Education & Children's Service's Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all improvement is aimed at delivering positive outcomes for children and young people.

"Self evaluation is a reflective, professional process through which schools get to know themselves well...Improvement Planning builds on that self knowledge by involving us in understanding and valuing the best of that which already exists, deciding how good we can really be, and identifying the best way forward.

The Journey to Excellence Part 4: Planning for Excellence, HMle, 2007

Self-evaluation is an on-going process and involves all stakeholders, including our pupils. It is reported annually to parents/carers in our Standards and Quality Report.

Education & Children's Service Improvement Cycle



The priorities for improvement contained in the Improvement Plan for 2014 – 15 reflect this process and the priorities identified locally and nationally.



Improvement Plan

Improvement Priority No.	1a	Curriculum for Excellence – Literacy (Reading & Writing)	
Intended Outcome (s) / Impact		Actions	Timescales
<p>Literacy</p> <ul style="list-style-type: none"> • Audit of whole-school vision, policy and strategy regarding reading for pleasure • Review of active literacy approaches in reading, with a focus on comprehension (higher order thinking and critical literacy) • Writing - amend the Scottish Criterion for Writing to align more closely to our lines of development - including separate rubrics for imaginative and functional writing. • Reinstate an evidence folder for writing to support the assessment, tracking and moderation process. • Evaluate last session's improvement work in phonics and spelling and make amendments as necessary. 		<ul style="list-style-type: none"> • Use the National Literacy Trust's 'The Reading Connects Audit' to identify areas for future development. • Evaluate the use of Book Detectives at Middle Stages and Literature Circles at the Upper Stages. • Evaluate the comprehension approaches at early stages; including the identification of high order questions matched to key reading books. • Review the use of existing Prim Ed comprehension resource- adjustment to guided reading group use rather than whole class? • Evaluate 'The Literacy Box' and 'The Comprehension Box' (Prim-Ed) resource. • Writing - amend the Scottish Criterion for Writing to align more closely to our lines of development - including separate assessment rubrics for imaginative and functional writing. • Reinstate an evidence folder for writing to support the assessment, tracking and moderation process. • Evaluate last session's improvement work in phonics and spelling and make amendments as necessary. 	<p>November 2014</p> <p>November 2014</p> <p>April 2015</p> <p>November 2014</p> <p>November 2014</p> <p>May 2015</p> <p>June 2015</p> <p>October 2014</p>
How will you measure success?			
<ul style="list-style-type: none"> • Areas for future development identified from 'The Reading Connects Audit'. • Revised procedures in place for reading comprehension. • School specific criterion for assessing writing in place. • Evidence folder for writing in place with examples at all levels. 			
Progress Check / Comments / Next Steps			
Date:			
Date			



Improvement Plan

Improvement Priority No.	1b	Curriculum for Excellence - Numeracy	
Intended Outcome		Actions	Timescales
Numeracy <ul style="list-style-type: none"> Recap and exploration of approaches to support the development of number sense in pupils Increased confidence in the use of Numicon to support the development of number sense. 		<ul style="list-style-type: none"> Collegiate time sessions on appropriate approaches to develop number sense in pupils. These sessions will be based on the most recent research on appropriate learning and teaching methods (e.g. New Zealand approach). Twilight training session on the use of Numicon (member of staff from Skene Square School). 	December 2014
How will you measure success?			
<ul style="list-style-type: none"> Agreed approach to development of number sense in pupils Increased awareness of number sense progression/approaches evident in learning and teaching. 			
Progress Check / Comments / Next Steps			
Date:			
Date			





Improvement Plan

Improvement Priority No.	1c	Curriculum for Excellence – Science and Technologies	
Intended Outcome		Actions	Timescales
Science <ul style="list-style-type: none"> Continue to develop learning journeys in science Identify appropriate assessment approaches Technologies <ul style="list-style-type: none"> Implementation of Phase 1 of the one-to-one device iPad project. Introduction of Glow+ and Office 365 web apps to pupils and staff Lines of development in Digital Literacy with associated Learning Journeys 		Science <ul style="list-style-type: none"> Use monitoring and tracking paper as the basis for working with science i.e. use all the professional learning suite of resources QAMPLR and RAPR Continue to develop learning journeys and explore assessments methods Staff training on the use of iPads (Susan Sey) Staff training on the use of Glow+ and Office 365 web apps. In-house training on the use of iPads Roll-out the use of one-to-one devices – specific project with each class Lines of development in Digital Literacy with associated Learning Journey – based on ‘Digital Literacy – Skills Development Resource’ 	<p style="text-align: center;">February 2015</p> <p style="text-align: center;">September 2014 September 2014</p> <p style="text-align: center;">Throughout session</p> <p style="text-align: center;">June 2015</p>
How will you measure success?			
<ul style="list-style-type: none"> Science Learning Journeys and agreed assessment approaches in place Members of staff and pupils confidently using iPads on a daily basis, across curricular areas. Technologies Learning Journeys in place 			
Progress Check / Comments / Next Steps			
Date:			
Date			





Improvement Plan

Curriculum for Excellence – Modern Languages

Improvement Priority No.	1d		
Intended Outcome	Actions		Timescales
Modern Languages <ul style="list-style-type: none"> Implement 1+2 in accordance with local strategic policy and working group recommendations 	<ul style="list-style-type: none"> We will continue to deliver French to P4-7 pupils (MLPS class teacher and visiting specialist) Introduce French at P1/2/3 as advised by local working group (class teacher to implement with support from visiting specialist and MLPS trained class teacher). An additional language to be introduced to P5-7 pupils as relevant to themes e.g. for P6/7 during their study of Europe this session. MLPS member of staff will continue to be part of the local working group (Stonehaven Cluster). Teaching and non-teaching staff to participate in in-service training (SILT) 		<p>Ongoing</p> <p>From September 2014</p> <p>Throughout session</p> <p>Ongoing</p> <p>November 2014</p>
How will you measure success?			
<ul style="list-style-type: none"> Teaching and non-teaching staff familiar with expectations, approaches and resources. Pupils at all stages learning French in accordance with the recommendations of the local working group. Pupils in P6/7 being exposed to a third language as part of a thematic approach (Europe in session 2014/15). 			
Progress Check / Comments / Next Steps			
Date:			
Date			





Improvement Plan

Improvement Priority No.	2a	Getting it Right for Every Child – Additional Support Needs, Transition and Respecting Diversity	
Intended Outcome		Actions	Timescales
<p>Supporting Pupils with Dyslexia</p> <ul style="list-style-type: none"> Increased staff familiarity with the dyslexia toolkit Increased awareness amongst pupils of some types of learning difficulties <p>Transition</p> <ul style="list-style-type: none"> Aim to re-establish links with Mearns Playgroup now that they have returned to the village. <p>Respecting Diversity</p> <ul style="list-style-type: none"> Reflection on the impact a negative approach towards another person’s culture, belief or views can have on the individual concerned. 		<ul style="list-style-type: none"> Staff awareness training session on the use of the dyslexia toolkit Introduction of Read & Write Gold and similar apps to support pupils ASN awareness raising month with pupils In addition to the transition activities that have remained, increased opportunities for liaison will be sought. This could include a focus on methods for pupil profiling. Staff to complete the Respecting Diversity course on ALDO. 	<p>March 2014</p> <p>Ongoing</p> <p>February 2015</p> <p>June 2015</p> <p>May 2015</p>
<ul style="list-style-type: none"> How will you measure success? 			
<ul style="list-style-type: none"> Staff using the dyslexia toolkit with confidence. Pupils with a dyslexic profile using Read & Write Gold or similar app to support written work. These pupils should be able to communicate thoughts and opinions with increased confidence. At least two opportunities for school staff to meet with Playgroup staff. This should include an opportunity to share profiling approaches. All members of staff will have completed the Respecting Diversity course on ALDO. 			
Progress Check / Comments / Next Steps			
Date:			
Date			





Improvement Plan

Improvement Priority No.	2b	Getting it Right for Every Child – Recognition of Achievement	
Intended Outcome		Actions	Timescales
Recognition of Achievement <ul style="list-style-type: none"> Review procedures for recognising progress in learners' achievements; specifically the Lifeskills Award Scheme Consider the introduction of a 'Praise Slip' to compliment/enhance existing approaches to recognising pupil achievement. Explore the viability of engaging with The Children's University programme. Introduce the Young Aberdeenshire Volunteer Award 		<ul style="list-style-type: none"> Conduct a review of the well-established Lifeskills Award scheme. Include the whole school community. Introduce a Praise Slip following consultation with staff. Monitor its usefulness/impact with the school community. Continue to attend meetings/training regarding The Children's University and participate in discussions re. its suitability for our pupils. Roll-out the Young Aberdeenshire Award scheme to the P6/7 class this session. 	<p>March 2015</p> <p>September 2014</p> <p>Ongoing</p> <p>August 2014</p>
How will you measure success?			
<ul style="list-style-type: none"> Review of Lifeskills Award Scheme carried out and amendments identified. Praise Slip introduced and positive feedback received from the school community. A significant proportion (at least 25%) of P6/7 with a Young Aberdeenshire Volunteer Award of Bronze, or above. 			
Progress Check / Comments / Next Steps			
Date:			
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Improvement Plan

Improvement Priority No.	2c	Getting it Right for Every Child – Rights Respecting School and Eco School Awards	
Intended Outcome		Actions	Timescales
Rights Respecting School Award <ul style="list-style-type: none"> Achieve 'Recognition of Commitment' status. 		<ul style="list-style-type: none"> Continue towards Recognition of Commitment Use the RRSA Committee to guide, promote and develop the initiative throughout the school. Complete their action plan and have it signed off by HT. Show we have put in place procedures for monitoring the impact of the initiative Ensure that all staff pupils, pupils and parents are aware of the initiative. 	February 2015
Eco School Award <ul style="list-style-type: none"> Undertake developments as outlined on the separate Eco Action Plans. 			October 2015
How will you measure success?			
<ul style="list-style-type: none"> RRS Recognition of Commitment achieved. Fourth Green Flag award attained (Autumn 2015) as a result of successful implementation of Eco Action plans. Parent Council taking successful in getting traffic management measures in place. ScIP project fully resourced. 			
Progress Check / Comments / Next Steps			
Date:			
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Improvement Plan

Improvement Priority No.	3a	Self-evaluation, assessment and moderation – Professional Update and Professional Learning Resources	
Intended Outcome		Actions	Timescales
<p>Professional Update and Professional Review & Development</p> <ul style="list-style-type: none"> Increased understanding of the process of Professional Update and implications for teachers. Appreciation of Education and Children’s Services revised procedures for Professional Review and Development. <p>Professional Learning Resources</p> <ul style="list-style-type: none"> Greater familiarisation of the Quality Assurance and Moderation Professional Learning Resource (QAMPLR) and Recognising Achievement, Profiling and Reporting (RAPR) resource. 		<ul style="list-style-type: none"> Use the authority’s presentation (with colleagues from rural cluster). Familiarisation with the MyGTCS site. Use of the Quality Assurance and Moderation Professional Learning Resource (QAMPLR) and Recognising Achievement, Profiling and Reporting (RAPR) resource in the context of Science and Technology (see Improvement Plan 1C) 	<p>In-Service Day 2</p> <p>By May 2015</p>
How will you measure success?			
<ul style="list-style-type: none"> Teachers able to navigate and record professional development on MyGTCS with confidence. All teaching members of staff have participated in PRD using the revised procedures. 			
Progress Check / Comments / Next Steps			
Date:			
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Improvement Plan

Improvement Priority No.	3b	<i>Self-evaluation, assessment and moderation – Effective Practice in Learning, Teaching & Assessment</i>	
Intended Outcome		Actions	Timescales
<p>Effective Practice in Learning, Teaching & Assessment</p> <ul style="list-style-type: none"> The above document provides a structured look at the NAR flowchart as a tool of planning effective learning, teaching and moderation and assessment. It also incorporates aspects of the 'Taking a Closer Look at the National Assessment Resource' professional learning resource. <p>Learning Visits</p> <ul style="list-style-type: none"> Extend learning visits to include greater opportunities to visit classes in neighbouring schools - particularly at the same stage <p>Recording</p> <ul style="list-style-type: none"> Increased use of pupil observation record book 		<ul style="list-style-type: none"> Continue to create and use a Glenbervie School specific document to provide an opportunity to reflect on effective practice in learning, teaching and assessment. Aim to have this in place for (in addition to numeracy and literacy already completed) - Health and Wellbeing, Science and Technology. Continue to monitor and evaluate the Assessment Calendar - focus on the use of assessment data and ensuring that assessments are useful/fit for purpose. Organise opportunities for teachers to strengthen links/visit colleagues working in 'rural cluster' schools. Staff to make greater use of the pupil observation log book to record what pupils 'say/write/do/make'. 	<p style="text-align: center;">By June 2015</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Throughout session</p> <p style="text-align: center;">Ongoing</p>
How will you measure success?			
<ul style="list-style-type: none"> Effective Practice in Learning, Teaching & Assessment documentation in place. All teaching members of staff to have visited a class in one of the rural cluster schools. An increase in the number of assessment comments made in the pupil observation log book. 			
Progress Check / Comments / Next Steps			
Date:			
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Improvement Plan

Improvement Priority No.	3c	<i>Self-evaluation, assessment and moderation – Standardised Assessment</i>	
Intended Outcome		Actions	Timescales
Standardised Assessment <ul style="list-style-type: none"> Increased understanding of impact of standardised assessment on learning and teaching Staff use comparative data judiciously to reflect on, and take action to improve the learning of all pupils. Analyse the gaps in individual, groups and/or whole school which are highlighted by the results Identify key areas of strength to inform teacher planning Identify priorities for supporting learners 		<ul style="list-style-type: none"> Use Powerpoint resource provided by authority. Staff analyse data to inform planning Discussions at cluster level Share good practice amongst staff to build capacity Deploy teaching and support staff appropriate to level of need 	In-Service Day 2 Ongoing Ongoing Ongoing Ongoing
How will you measure success?			
<ul style="list-style-type: none"> Standardised data will confirm and/or match teachers' judgements Teachers' plans will be informed by results and reflections of SA. Implementation of new/and/or programmes for supporting individual, groups and/or whole school Through monitoring of professional discussion around results and trends 			
Progress Check / Comments / Next Steps			
Date:			
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