Aberdeenshire COUNCIL

 EDUCATION & CHILDREN'S SERVICES

IMPROVEMENT PLAN
2015 - 2016

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.
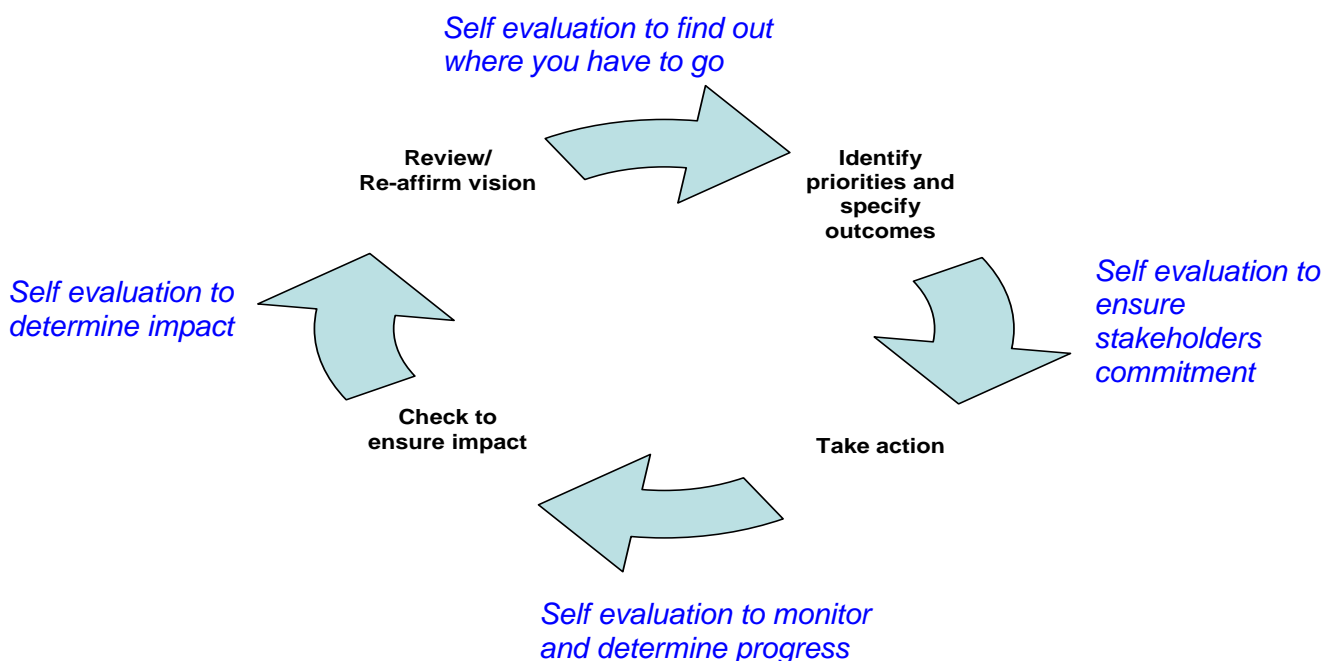
Education & Children's Service's Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all 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, HMIe, 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

Self evaluation to find out where you have to go

Review/ Re-affirm vision

Identify priorities and specify outcomes

Self evaluation to determine impact

Self evaluation to ensure stakeholders commitment

Check to ensure impact

Take action

Self evaluation to monitor and determine progress

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**

Intended Outcome (s) / Impact	Actions	Timescales
Literacy • Further enhance the 'reading culture' evident in the school • Greater availability of text specific higher order thinking and critical literacy support materials • Writing - amend the Scottish Criterion for Writing to align more closely to our lines of development - including separate rubrics for imaginative and functional writing. • An evidence folder for writing to support the assessment, tracking and moderation process.	• Implement action points from last session's audit of reading culture (National Literacy Trust's 'The Reading Connects Audit') • Continue to develop/collate support materials for reading texts at all stages (higher-order thinking questions). • 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. • Continue to collate an evidence folder for writing to support the assessment, tracking and moderation process.	June 2016 June 2016 December 2015 Ongoing

How will you measure success?

- Use of the National Literacy Trust's 'The Reading Connects Audit' to measure enhancement.
- 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	

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Improvement Plan

Improvement Priority No.	1b		Curriculum for Excellence – Science and Technologies	
Intended Outcome			**Actions**	**Timescales**
Science • Implement the use of learning journeys in science • Identify appropriate assessment approaches **Technologies** • Lines of development in Digital Literacy being used for planning and delivery • Pupils having a tool for tracking progression in digital literacy skills (Digital Skills Passports)			**Science** • Use monitoring and tracking paper as the basis for working with science i.e. use the professional learning suite of resources QAMPLR (Quality Assurance and Moderation Professional Learning Resource)and RAPR (Recognising Achievement, Profiling and Reporting) • Implement the use of learning journeys in science and explore assessments methods **Technologies** • Staff to begin to use the framework document 'Digital Literacy – Skills Development Resource' for planning and delivery of technologies • Roll-out of the Digital Skills Passports at all levels	February 2016 September 2015 September 2015

How will you measure success?

- Science Learning Journeys and agreed assessment approaches in place.
- Digital Skills Passports being used by all pupils throughout the school.

Progress Check / Comments / Next Steps

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Improvement Plan

Improvement Priority No.	1c	*Curriculum for Excellence – Modern Languages*

Intended Outcome	Actions	Timescales

Modern Languages
• Continue to implement 1+2 in accordance with local strategic policy and working group recommendations
	• Continue from the good progress made in session 2014/15:
	  o Continue to deliver French to P4-7 pupils
	  o Continue to introduce French in P1/2/3 and develop in P4/5 as advised by local working group (class teacher to implement with support from visiting specialist and MLPS trained class teacher).
	  o Continue to introduce additional languages to P5-7 pupils as relevant to themes
	  o Ensure that staff with an additional language are used to best advantage to deliver/support the delivery of modern languages
	  o Member of staff will continue to be part of the local working group (Stonehaven Cluster).
	  o Teaching and non-teaching staff to participate in further training opportunities
		Ongoing

How will you measure success?

- 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

Progress Check / Comments / Next Steps

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Improvement Plan

Improvement Priority No.	2a	Getting it Right for Every Child – GIRFEC in Aberdeenshire approaches	
Intended Outcome		**Actions**	**Timescales**
GIRFEC in Aberdeenshire • Continued familiarisation with GIRFEC in Aberdeenshire approaches and related documentation • Continued whole-school awareness of those Additional Support Needs and ways of providing support		• GIRFEC training session using resources provided by the local authority • Staff awareness training session on GIRFEC in Aberdeenshire website and related documentation • Roll out of Read & Write Gold and similar apps to support pupils – using Read and Write Gold Champions – trained in session 2014/15 • Build on the ASN awareness raising inputs with pupils in Session 2014/15 (Learning difficulties - Dyslexia, Autism and ADHD) by focussing on learning and/or physical disabilities (e.g. Down's syndrome, epilepsy, cerebral palsy, spina bifida)	In-Service Day 1 November 2015 Ongoing Ongoing

• **How will you measure success?**

• Increased confidence in the GIRFEC in Aberdeenshire approach and procedures
• 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.
• School community able to describe some learning/physical difficulties and ways to support

Progress Check / Comments / Next Steps

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Improvement Plan

Improvement Priority No.	2b	Getting it Right for Every Child – Transition and Young Carers	
Intended Outcome		**Actions**	**Timescales**
Transition • Aim to re-establish links with Mearns Playgroup now that they have returned to the village. **Young Carers** • Awareness amongst staff of Aberdeenshire's Young Carers Toolkit • Integration of the workshops from the above pack into the Health and Wellbeing Programme.		• 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. • Introduction of Young Carers toolkit via DVD • Integrate a Young Carers topic into the Health & Wellbeing programme – Second Level	November 2015 In-Service Day 1

• How will you measure success?
• At least two opportunities for school staff to meet with Playgroup staff. This should include an opportunity to share profiling approaches. • Raised awareness of the challenges faced by young carers and ways to offer support • Young Carers correctly identified and supported.

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Improvement Priority No.	2c	*Getting it Right for Every Child – Recognition of Achievement and Profiling*	
Intended Outcome		**Actions**	**Timescales**

Intended Outcome	Actions	Timescales
Recognition of Achievement • Review procedures for recognising progress in learners' achievements; specifically the Lifeskills Award Scheme and Learning Portfolios • Continue to participate in the cluster's Children's University project if considered viable • Continue to participate in the Young Aberdeenshire Volunteer Award • Increased opportunities for younger pupils to contribute to the life of the school • Develop the use of One Note as a profiling tool throughout the school • Increased number of after-school and lunchtime clubs	• Conduct a review of the well-established Lifeskills Award Scheme and Learning Portfolios. Include the whole school community. • Continue to explore the use of a 'reflective time' in weekly timetables to allow for profiling and pupil self-reflection. • Continue to develop pupils' use of self-reflective language. • Continue to engage with the cluster's Children's University project if applicable. • Following last session's roll-out the Young Aberdeenshire Award scheme to the P6/7 class – consider ways to raise the profile of this scheme. • Explore ways of giving younger pupils additional responsibilities • P6/7 pupils to begin to use One Note as a profiling tool, with the intention of them being peer mentors to roll-out its use throughout the school. • Work alongside Active Schools/PE teacher/Parent Council/Pupil Parliament to increase the number of out-of-class clubs.	February 2016 Ongoing Ongoing August 2015 February 2016 September 2015 February 2016

How will you measure success?

- Review of Lifeskills Award Scheme carried out and amendments identified.
- A significant proportion (at least 25%) of P6/7 with a Young Aberdeenshire Volunteer Award of Bronze, or above.
- Increased number of younger pupils with additional responsibilities
- P6/7 class using One Note as a profiling tool – with this being rolled-out to other classes throughout the session.
- An increased number of out-of-class clubs

Progress Check / Comments / Next Steps

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Improvement Plan

Improvement Priority No.	2d	*Getting it Right for Every Child – Rights Respecting School, Eco School and SportScotland School Sports Awards*

Intended Outcome	Actions	Timescales
Rights Respecting School Award • Achieve 'Recognition of Commitment' status. • Apply for Level 1 accreditation	• Apply for Level 1 • Use the RRSA Committee to guide, promote and develop the initiative throughout the school. • Ensure that all staff pupils, pupils and parents are aware of the initiative.	February 2016
Eco School Award • Undertake developments as outlined on the separate Eco Action Plans.	• Undertake developments as outlined on the separate Eco Action Plans (Litter, Transport (Road Safety Week, traffic management measures) and School Grounds (ScIP - Scrapyard Imaginative Play) • Apply for Fourth Green Flag by October 2015	Ongoing October 2015
SportScotland School Sport Award • Successful accreditation at Silver Award and subsequent work towards Gold Award	• Following successful accreditation at Silver Level (Summer 2015), begin work with the SportScotland School Sport Committee towards an application for Gold Award.	June 2016

How will you measure success?

- RRS Level 1 applied for
- 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.
- SportScotland School Sports Award attained at Silver Level and work commenced towards Gold Level accreditation.

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Improvement Plan

Improvement Priority No.	3a	*Self-evaluation, assessment and moderation – Professional Learning Resources*

Intended Outcome	Actions	Timescales
Professional Learning Resources • Greater familiarisation of the Quality Assurance and Moderation Professional Learning Resource (QAMPLR) and Recognising Achievement, Profiling and Reporting (RAPR) resource.	• 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 1b)	April 2016

How will you measure success?
• Teaching staff are confident in navigating the QAMPLR and RAPR resources

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Improvement Priority No.	3b	*Self-evaluation, assessment and moderation – Effective Practice in Learning, Teaching & Assessment*	
Intended Outcome		**Actions**	**Timescales**
Effective Practice in Learning, Teaching & Assessment • 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. **Learning Visits** • Extend learning visits to include greater opportunities to visit classes in neighbouring schools - particularly at the same stage **Recording** • Increased use of pupil observation record book • Further enhance tracking procedures by target setting (CfE Levels) by class teachers		• 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 Health and Wellbeing (in addition to numeracy and literacy already completed) • Review the existing Curriculum Rationale and create (involving school community) a parent and pupil version based on the above document and relevant sections from the 'Curriculum, Learning and Teaching Handbook'. (Use the authority's 'Stepping Up' resource to support this process). • Organise further opportunities for teachers to strengthen links/visit colleagues working in 'rural cluster' schools. • Staff to make continue to make greater use of the pupil observation log book to record what pupils 'say/write/do/make'. • Continue to implement target setting of CfE Levels for all pupils by class teachers in June for June of the following session	Feb 2016 May 2016 Ongoing Ongoing Ongoing
How will you measure success?			
• Effective Practice in Learning, Teaching & Assessment documentation in place. • Parent and Pupil friendly version of the school's curriculum rationale developed (in partnership) • 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.			
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Improvement Plan

Improvement Priority No.	3c	*Self-evaluation, assessment and moderation – Standardised Assessment*

Intended Outcome	Actions	Timescales
Standardised Assessment • 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	• 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 Ongoing Ongoing Ongoing Ongoing

How will you measure success?

- 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

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